

VOLUME 90

NUMBER 3
MAR 4 - 1935

PERIODICAL ROOM
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THE AMERICAN School Board Journal

A PERIODICAL *of* SCHOOL ADMINISTRATION



HUNT
BROS

THE BRUCE PUBLISHING COMPANY
MILWAUKEE
NEW YORK CHICAGO

MARCH 1935

In this Issue: COMMENCEMENTS I HAVE SEEN—B. W. Hills

JOHNSON AUTOMATIC HEAT CONTROL



COPYRIGHT 1932
C. D. SCHUTTE

To Secure proper Sequence of Operation from Heating and Ventilating equipment . . .

PARTICULARLY in buildings equipped with "unit heating and ventilating machines," the *sequence of operation* is important. The proper cycle demands that auxiliary direct radiators in a given room shall come into play only when the heat from the "unit" is insufficient to satisfy the temperature requirements. Furthermore, valves on the steam supply to the unit itself must be operated, not independently, but with respect to the dampers

which direct the air through the unit cabinet . . . In Topeka's new Senior High School, 138 JOHNSON room thermostats control 164 radiators and more than a hundred unit ventilators. Only a complete, unified system of tried and tested apparatus can be trusted with such a responsibility. Just another evidence of the confidence reposed in JOHNSON by "school-people" everywhere.

Adequate control, automatic and dependable, is essential where satisfactory results are expected from combination heating and ventilating apparatus. As changes and improvements are made, in the "unit ventilator" field, for instance, the Johnson organization conducts careful tests in order to determine the best application of temperature regulation devices for the particular unit in question . . . Whether the automatic control is accomplished by the operation of mixing dampers, valves on the steam supply, outdoor and return air dampers, or a combination of all of them, JOHNSON apparatus is applicable. Gradual acting room thermostats, diaphragm valves, damper motors, "air-stream" thermostats are correlated to secure PROPER SEQUENCE OF OPERATION . . . To these problems, JOHNSON brings half a century of experience in just one line of business—the design, manufacture, and installation of automatic heat and humidity control.

*Pictured above: Senior High School, Topeka, Kansas.
Thos. W. Williamson and Company, Architects.*

SINCE
1885

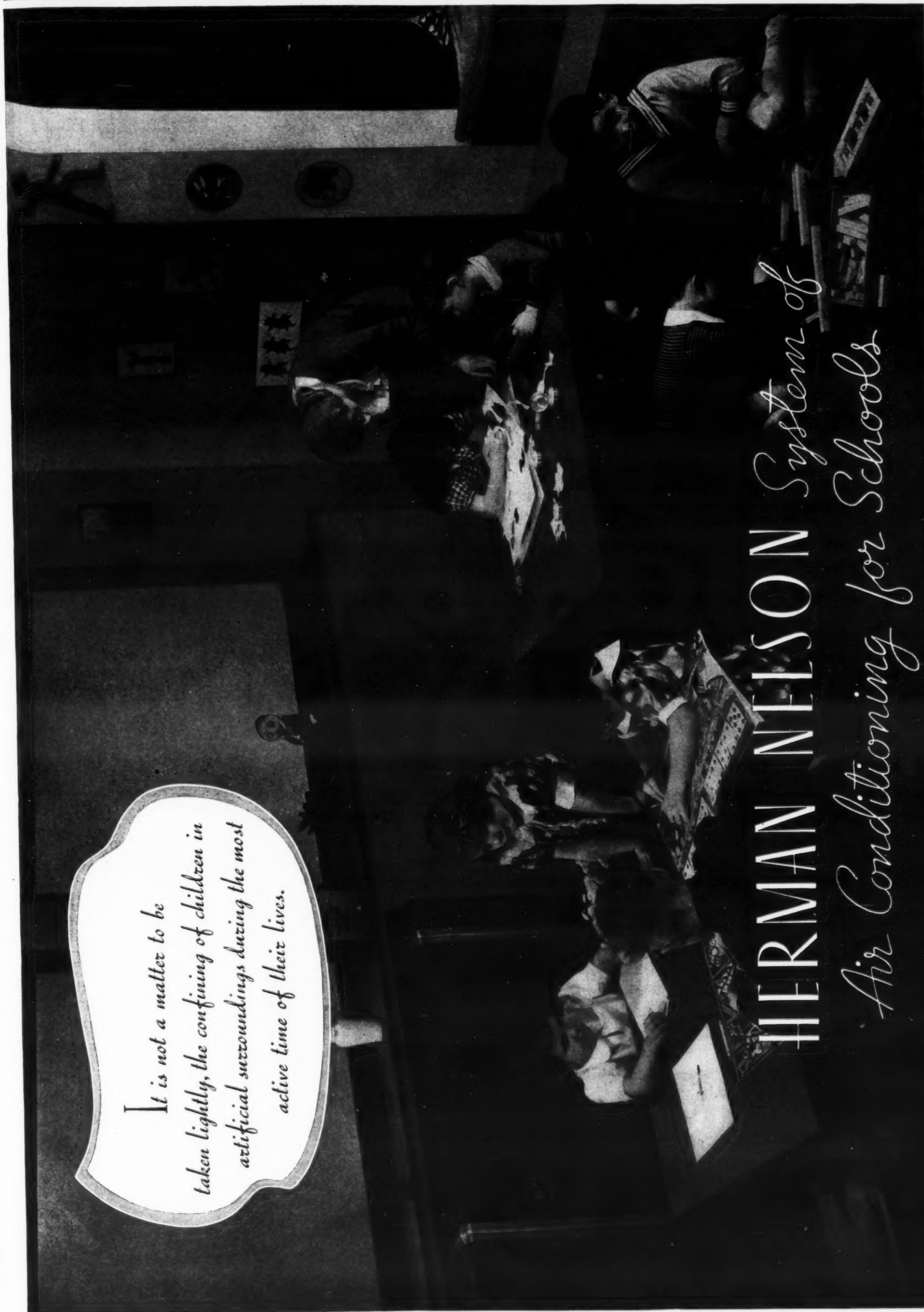
JOHNSON SERVICE COMPANY
MILWAUKEE, WIS., AND PRINCIPAL CITIES



JOHNSON AUTOMATIC HEAT & HUMIDITY CONTROL
for Individual Rooms . . . for Air Conditioning . . . for Heating Zones

It is not a matter to be
taken lightly, the confining of children in
artificial surroundings during the most
active time of their lives.

HERMAN NELSON System of Air Conditioning for Schools

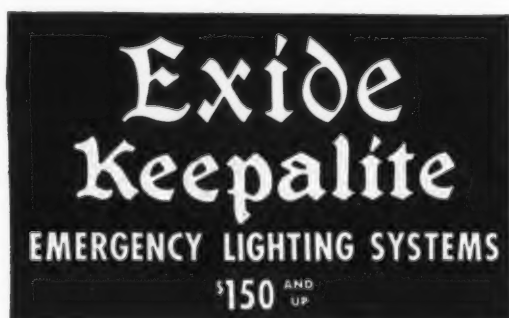




DANGER!

Let the lights go out in a crowded assembly room, let a few persons rush headlong for an exit—and a panic may easily result. That light-failure is not uncommon is shown by reports of such occurrences in newspapers from all parts of the country. The utility companies cannot be held responsible, for they take every precaution humanly possible to avoid interruptions in the service.

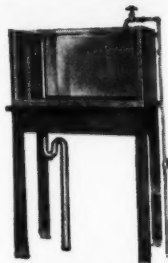
Responsibility for the safety of pupils and visitors rests with the schools themselves. Lighting protection is readily and economically available. An Exide Keepalite Emergency Lighting Battery System operates instantly and automatically upon any interruption of the normal current supply, providing abundant light. Write for new bulletin on emergency lighting.



THE ELECTRIC STORAGE BATTERY COMPANY, Philadelphia
The World's Largest Manufacturers of Storage Batteries for Every Purpose
Exide Batteries of Canada, Limited, Toronto

Kewaunee Furniture Promotes Efficient Handling of Large Classes

*Every Piece is Pedagogically Correct
in Every Detail*



Aquarium
No. BL-34



Drawing Table
No. BL-94



Domestic
Science Table
No. BL-78



Biology Table No. C-307

Kewaunee Mfg. Co.
LABORATORY FURNITURE EXPERTS

C. G. CAMPBELL, Pres. and Gen. Mgr.

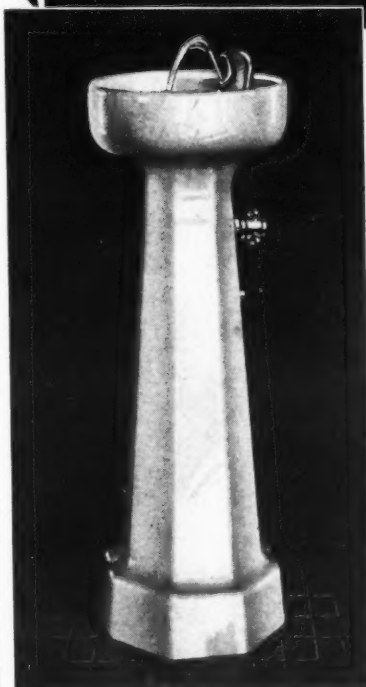
101 Lincoln St., Kewaunee, Wis.

Eastern Branch: 220 E. 42nd St., New York, N. Y.

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Representatives in Principal Cities

A HEALTH-SAFE PEDESTAL

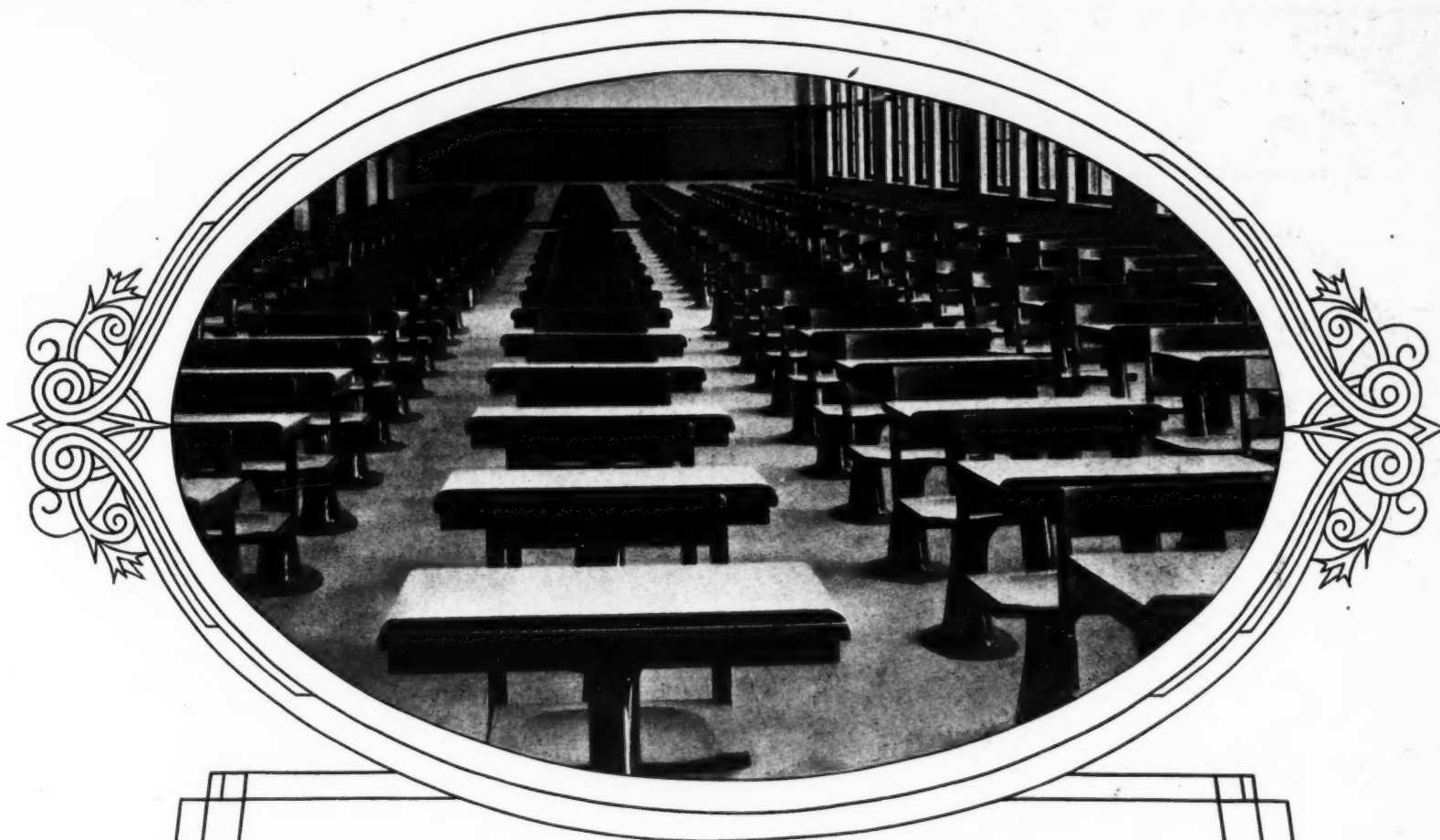


● As modern as tomorrow's architecture is this smart-appearing pedestal fountain No. 2615, a new Halsey Taylor creation. Note the new No. 1728 IMPROVED MOUND-BUILDING PROJECTOR, which together with practical automatic stream control provides the paramount degree of health-safety so vital to this type of fixture. Write for our newest catalog.

THE
HALSEY W. TAYLOR CO.
WARREN, OHIO

SPECIFY

Halsey Taylor
DRINKING FOUNTAINS

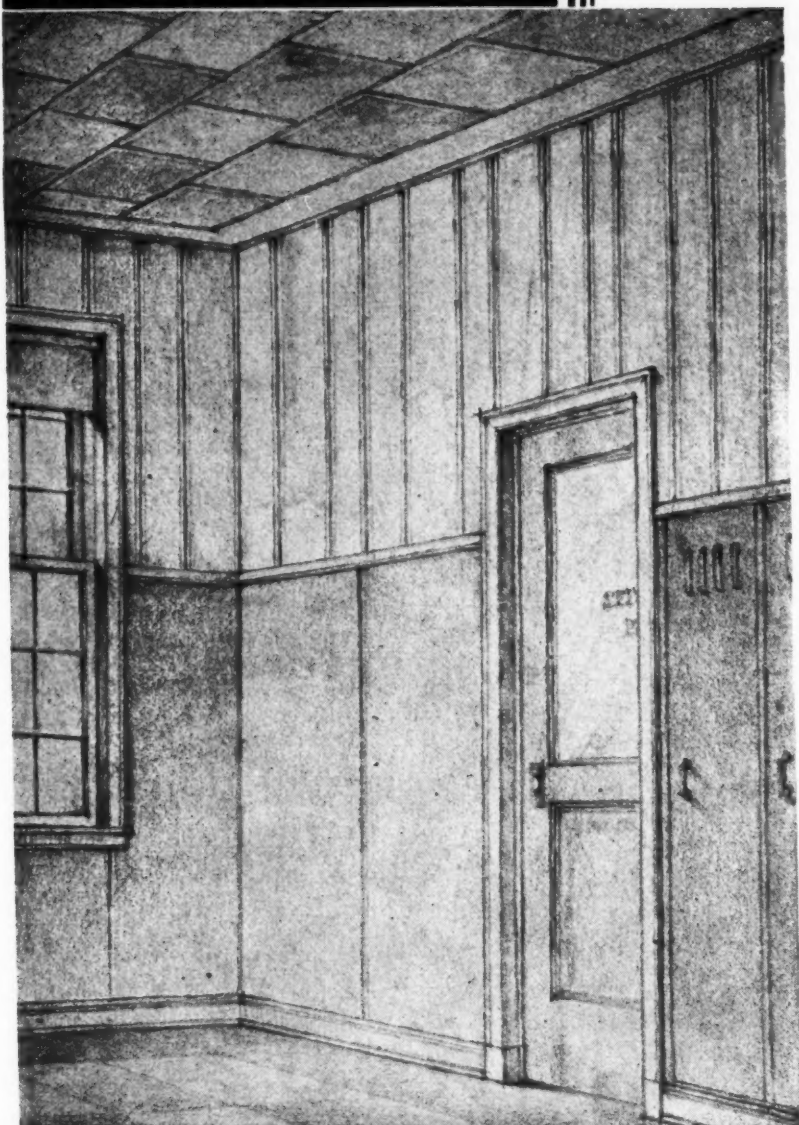


THE BIG-CLASS PROBLEM

How would you like to teach the world's largest class, in the world's largest classroom? May we tell you what the Mimeograph is doing to assist in meeting the most burdensome conditions in school work? You will want to know how it is freeing teachers from arduous classroom routine, simplifying measures of discipline, and modernizing the entire system so as to lighten the teacher's load. The Mimeograph is working a revolution in educational methods. Today's extraordinary problems call for modern ways of meeting them. Our booklet "Education Is Marching Forward" gives some of the answers. It's free for the asking. Also you will want to see how easily and inexpensively the newest Mimeograph duplicates all kinds of lesson sheets, maps, graphs, bulletins, etc. Our new educational department is at the service of teachers. Write today for latest information to A. B. Dick Company, Chicago.

M I M E O G R A P H

MADE FOR TODAY'S SCHOOL CONDITIONS



—that's why it performs *four* functions at *one* low price!

Any classroom can be more attractive—and quieter—when walls are decorated with Nu-Wood Plank and ceiling with Nu-Wood Tile in variegated color, as shown here.

MORE than ever before, children need an attractive school environment. They need a quiet place in which to work. They need protection from extremes of heat and cold.

Nu-WOOD—the unique wall and ceiling covering—was developed to perform four separate functions at one amazingly low price. Nu-WOOD decorates . . . provides soft, glowing colors and patterns of genuine artistic merit. Nu-WOOD *hushes noise* and *corrects faulty acoustics* . . . creates restful quiet for work or study. And Nu-WOOD *insulates* . . . makes it easier to keep a uniform, even temperature in the schoolroom.

Nu-WOOD is quickly applied over dingy walls and ceilings in existing buildings. In new construction, Nu-WOOD is fastened directly to framing members, taking the place of lath and plaster. Investigate Nu-WOOD for school classrooms . . . corridors . . . auditoriums . . . offices. Mail the coupon for illustrations showing Nu-WOOD school interiors!

WOOD CONVERSION COMPANY
Room 133, First National Bank Bldg., St. Paul, Minn.
I want to know more about Nu-WOOD. Please send me, without obligation on my part, information and illustrations.

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Address

City

State

nu-wood

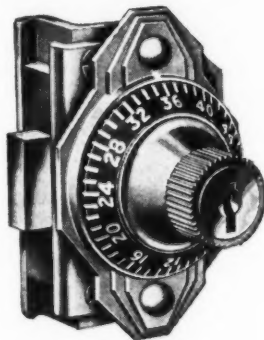
WOOD CONVERSION COMPANY
ST. PAUL • MINNESOTA



Made by the Makers of
BALSAM-WOOL

School Executives...

If you did not see the display and demonstration of YALE Locker Locks at the Convention, write us for complete information and sample of any type of lock you require.



YALE

Combination Locker Lock
No. L3374 with emergency
control key.

TRADE **YALE** MARK

COMBINATION LOCKER LOCKS

Built-in type, with or without
emergency key.

COMBINATION PADLOCKS

With or without emergency key.

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Pin Tumbler flat key or grooved key.

PADLOCKS

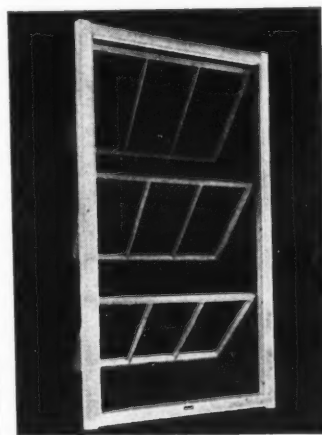
Master-keyed in groups.

THE YALE & TOWNE MFG. CO.
STAMFORD, CONN., U. S. A.

DALMO-PINE CRAFT

Automatic

AWNING-TYPE WOOD WINDOWS



Completely automatic is the Dalmo-Pine Craft window pictured at the left—a type installed in more than 1000 schools, and available only recently as a pre-fitted, factory-assembled unit.

Window poles or manually-operated clutches are eliminated. All sash operate in unison by motion of the lower sash, which disconnects to provide desk-level ventilation control, and re-connects automatically when again opened to position occupied by upper vents.

One, two, and three-sash units
shipped ready to install. Weather-
stripping optional. For complete de-
tails and Architect's specifications,
Write to

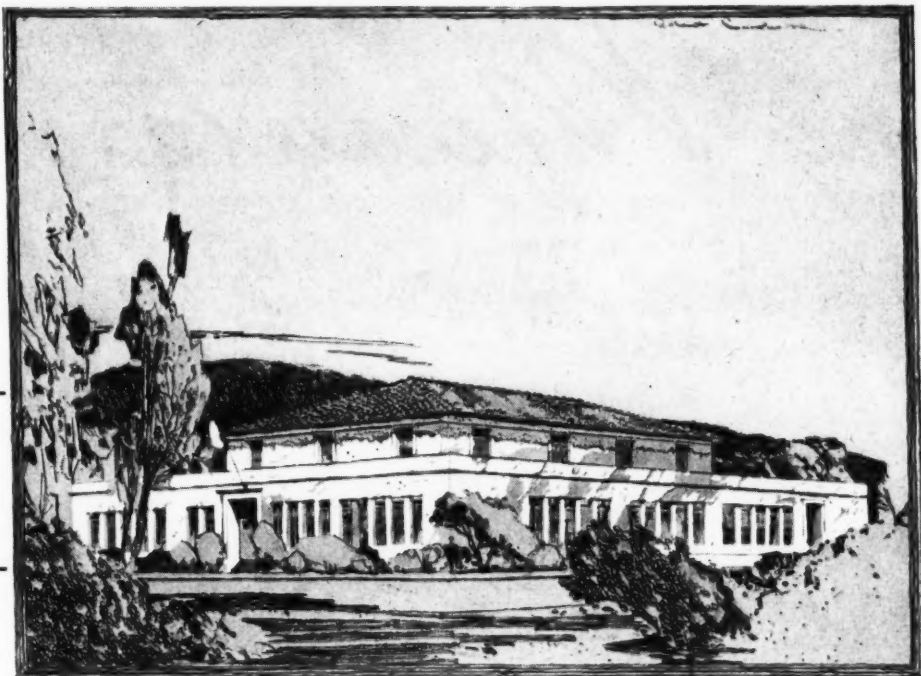
WHITE PINE SASH CO.

Manufacturers of Precision Sash and Frames
For More Than Twenty-five Years

SPOKANE, WASHINGTON



St. Matthias School
Huntington Park,
Calif.



H. C. Newton A.I.A.
and
R. D. Murray, A.I.A.
Architects
LOS ANGELES, CALIF.

MAPLE FLOORING USED IN ALL CLASSROOMS OF THEIR LAST NINE SCHOOL BUILDINGS

Few problems in school construction require deeper consideration than that of selecting the material for floors. How will the flooring affect school room routine—the health and efficiency of pupils? Will it be an economy over a period of years? How easily can it be kept clean? Will it provide firm anchorage for desks? Will it simplify or hinder other construction work? These are some of the questions that must be asked—and answered.

Fortunately, one flooring material gives the proper answer to all these questions, *Northern Hard Maple*—the flooring material that combines warm, dry, cushioning effect beneath the feet, with lasting wear and smoothness.

Northern Hard Maple is resilient, tough-fibred, tight-grained. It will not splinter or develop ridges when subjected to the scuffing and pounding of youthful feet. It actually

"You might be interested to know that we have used Maple flooring in all the class rooms of the last nine school buildings designed by this office. These buildings are located in various parts of Southern California and the floors have consistently given us exceptional service.

"As a result of the earthquake we built a new school building in Huntington Park. In wrecking the former structure we salvaged and used over 85% of the Maple flooring in the new building. The damaged school had been in use for over eight years and the flooring showed no appreciable wear."

H. C. NEWTON & R. D. MURRAY
—ARCHITECTS
Signed: H. C. NEWTON

outwears stone! Maple, moreover, is exceptionally easy to keep clean. Its smooth surface offers no lodging spaces for dirt and dust.

Consider these advantages of Northern Hard Maple. Consider, too, the fact that it provides firm anchorage for desks and does not interfere with other construction work. Get all the facts about this unique flooring material. Consult your architect.

GOOD SERVICE FINISHES ARE AVAILABLE

—especially adapted to classroom floors of Maple. These finishes seal the surface of hard maple, keep out dirt, resist soil stains and prove non-slippery. They will not mar, scratch or flake off. That's why they are easy to clean and maintain at low cost.

Floor with Maple

The letters **MFMA** on Maple, Beech or Birch Flooring signify that the flooring is standardized and guaranteed by the Maple Flooring Manufacturers Association, whose members must attain and maintain the highest standards of manufacture and adhere to manufacturing and grading rules which economically conserve these remarkable woods. This trade-mark is for your protection. Look for it on the flooring you use. **MFMA**

Whether you floor with blocks or strips — with or without pattern — over screeds, wood or concrete sub-floors — Maple will provide a floor that endures and satisfies.



Members of the Maple Flooring Manufacturers Association have contributed many thousands of dollars and years of work to standardize and improve the manufacture and grade uniformity of Northern Maple, Beech and Birch Flooring. The following manufacturers only are licensed to use the Association Trade-mark **MFMA**. Specify **MFMA** on the flooring you use.

Beck, August C. Company	Milwaukee, Wis.
Brown Dimension Company	Manistique, Mich.
Bruce, E. L. Company	Memphis, Tenn.
(Mill at Reed City, Mich.)	
Cobbs & Mitchell, Inc.	Cadillac, Mich.
Connor Lumber & Land Company	Laona, Wis.
(Sales Office, Marshfield, Wis.)	
Cummer-Diggins Company	Cadillac, Mich.
Farrin Lumber Co., M. B.	Cincinnati, Ohio
Holt Hardwood Company	Oconto, Wis.
Kerry & Hanson Flooring Co.	Grayling, Mich.
Mitchell Brothers Company	Cadillac, Mich.
Northwestern Cooperage & Lumber Co.	Gladstone, Mich.
Oval Wood Dish Corp.	Tupper Lake, N. Y.
Robbins Flooring Company	Rhineland, Wis.
Sawyer Goodman Company	Marinette, Wis.
Stephenson Company, I.	Wells, Mich.
West Virginia Pulp & Paper Co.	Cass, W. Va.
Wells, J. W. Lumber Co.	Menominee, Mich.
Wisconsin Land & Lbr. Co.	Hermansville, Mich.
Yawkey-Bissell Lumber Co.	White Lake, Wis.

Let our Service and
Research Department assist you with
your flooring problems.
Write us.

**MAPLE FLOORING
MANUFACTURERS ASSOCIATION**
1780 McCormick Building
Chicago, Illinois

Every Minute...



1 MILLION CUBIC FEET OF AIR FOR AN ARMY OF WORKERS!

In the front ranks of fresh air advocates is the famous New York Life Insurance Company. And they practice what they preach!

To an army of employees...in their towering 34-story New York City Building...they provide a constant supply of healthful, invigorating, filtered outdoor air.

56 Sturtevant Fans draw in and distribute this air...more than 1,000,000 cubic feet per minute. They comprise the very heart of the ventilating system.

You get the benefit of Sturtevant's air engineering experience of over 70 years

Sturtevant

when you specify Sturtevant Ventilating or Air Conditioning Equipment for your schools. And because it is made for both unit and central system installations, in the most comprehensive variety of types available in America, a type best suited to your requirements always can be selected.

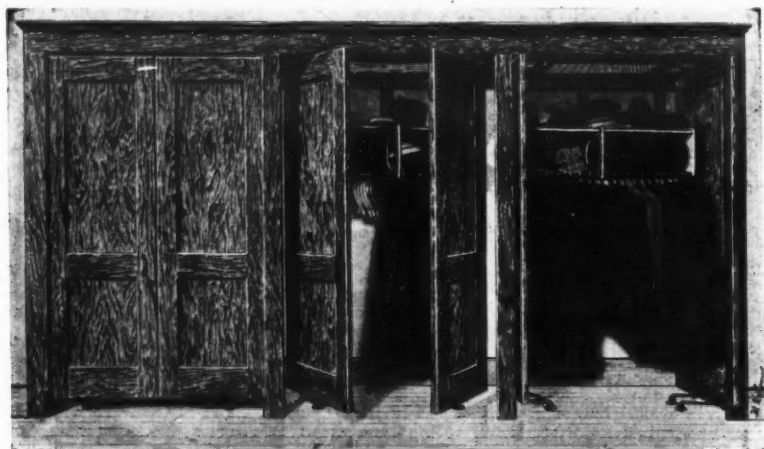


Junior and Senior High School, Pompton Lakes, N. J., equipped with Sturtevant Unit Ventilators. Architects: Hacker and Hacker, Fort Lee, N. J. Engineers: Daniels and Wallen; New York, N. Y. Contractors: Buist and Sons, New Brunswick, N. J.

B. F. STURTEVANT COMPANY
Hyde Park Boston, Mass.
Chicago, Ill., 400 N. Michigan Avenue; San Francisco, Cal., 681 Market St. Branch Offices in 24 other cities

B. F. STURTEVANT CO. of CANADA, Ltd., GALT.
Sales Offices in Toronto and Montreal
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FOR 70 YEARS—SPECIALISTS IN AIR ENGINEERING



EVANS "Vanishing Door" WARDROBE

Class J

equipped with either "Floor" type (as illustrated) or "Jamb" type hinges. This is Class D wardrobe if made with flush doors.

CLASSROOM WARDROBES High in Quality — Low in Cost

This type occupies a recess flush with the wall. Plaster back and ends. No partitions, but with mullions between pairs of doors. Wire mesh ceiling. Blackboards if required.

The "Vanishing Door" hinges on which the doors are hung are made with double pivoted arms and swing the doors back into the wardrobe entirely out of the way. Simple—trouble-proof—and last as long as the building.

Wardrobes are furnished complete in the knock-down, with all woodwork cut to size, and only need to be nailed in place. The hinges are easier to put on than common butt hinges. The cost of installation is small.

We make many other types of school wardrobes, fully illustrated and described in Catalog "N." Send for your copy.

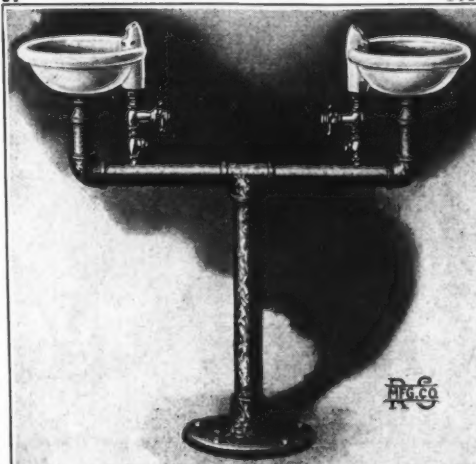
W. L. EVANS

WASHINGTON, INDIANA, U. S. A.

A Drinking Fountain for Every School Need



Wall Model No. 174 with extra heavy cast iron enamel or vitreous china bowl. Slant stream nozzle above rim of bowl, controlled by Rasco patented self-closing valve.



Pedestal Model No. 82, extra heavy vitreous china bowls. 2 in. iron pipe pedestal, angle stream bubblers. Individually controlled by Rasco self-closing valves and volume regulator.

Rundle-Spence Drinking Fountains provide for every school requirement and for interior and exterior installations.

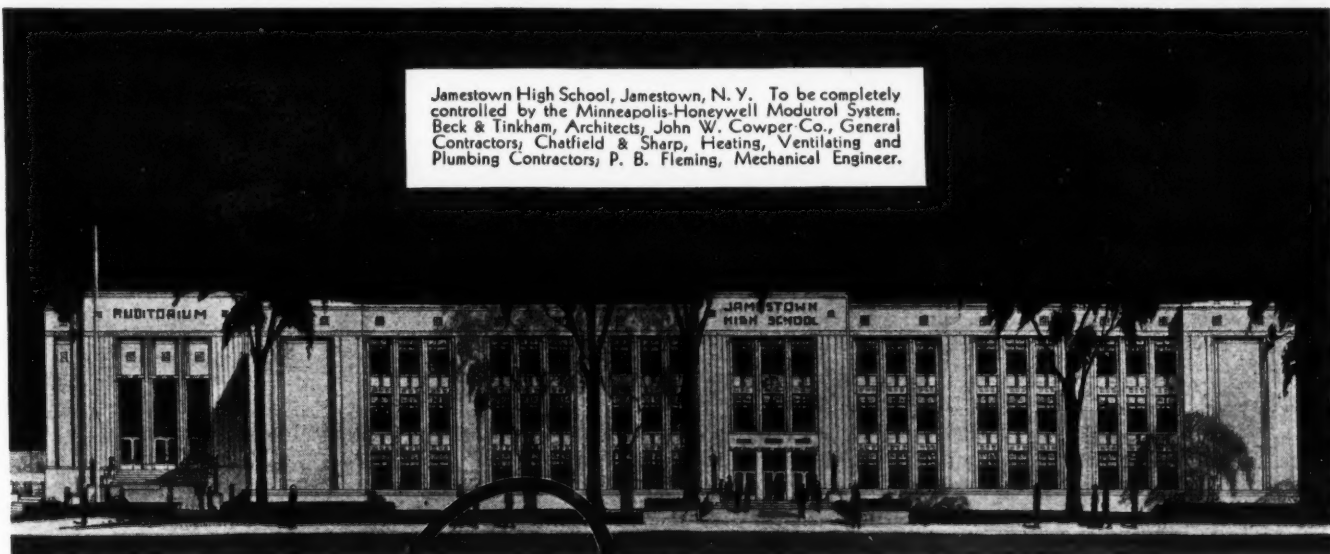
The sanitary features, so essential in school drinking fountains are incorporated in all models. Both wall and pedestal models are available in a wide variety of designs and six standard attractive colors to harmonize with any interior.

Pedestal and Wall Fountains may be obtained of vitreous china, vitreous china bowl with enameled iron or bronzed base, or terra cotta.

Let us send you data on the complete Rundle-Spence line of Drinking Fountains.

**Rundle-Spence
Manufacturing Co.**
445 N. Fourth Street
Milwaukee,
Wis.

Jamestown High School, Jamestown, N. Y. To be completely controlled by the Minneapolis-Honeywell Modutrol System. Beck & Tinkham, Architects; John W. Cowper Co., General Contractors; Chatfield & Sharp, Heating, Ventilating and Plumbing Contractors; P. B. Fleming, Mechanical Engineer.



COMPLETELY *and* **ELECTRICALLY**
Controlled
 for
LASTING PRECISION

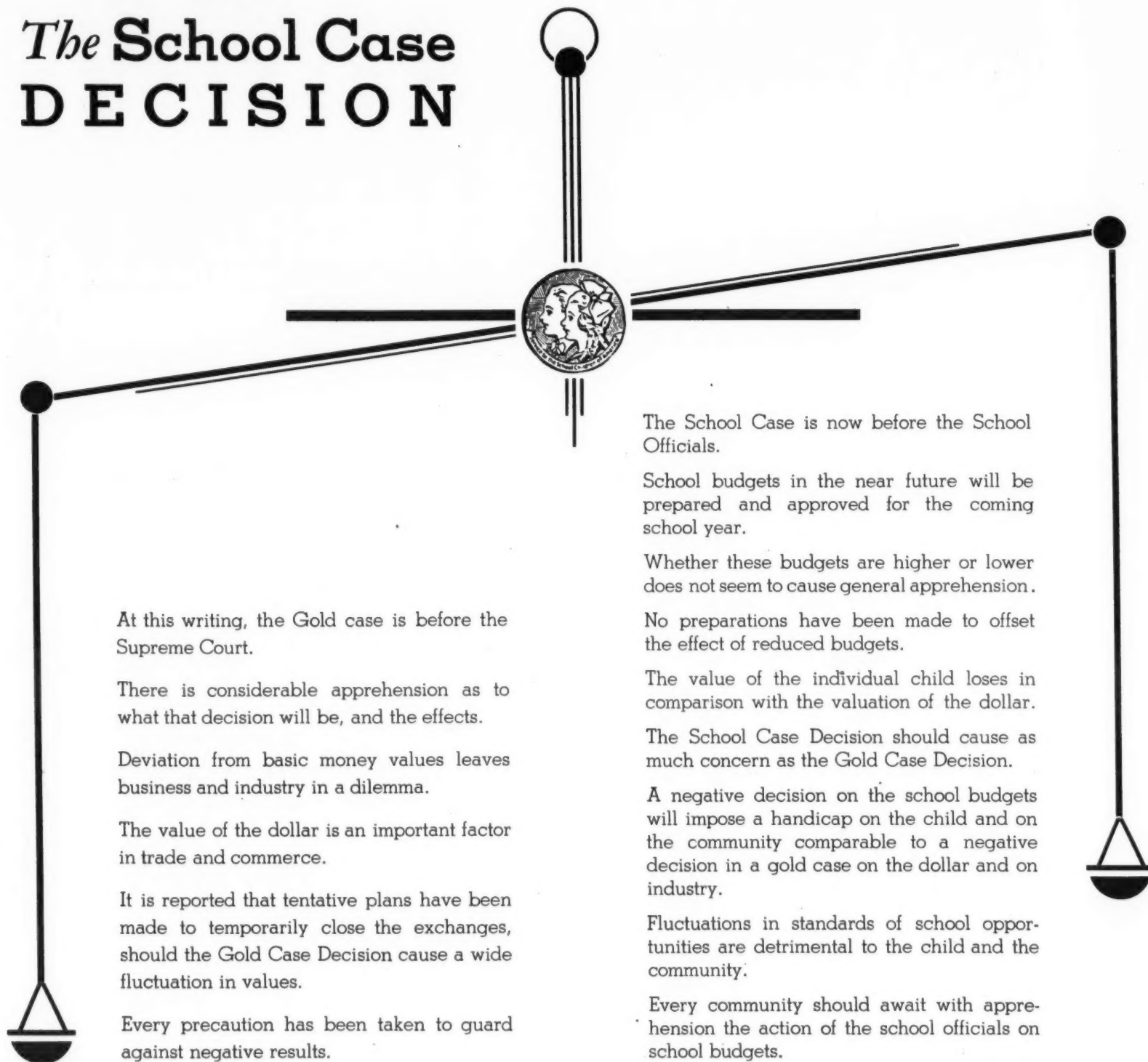
H EATING and ventilating in the new Jamestown High School, Jamestown, N. Y., will be electrically controlled by the Modutrol System. This control system which is modern today and will be modern tomorrow will govern the heating and ventilating system so that it will perform at its best. Similarly the Modutrol System can be readily applied to any heating, ventilating, or air conditioning equipment in any building, existing or new. It is adaptable to any system which it is to control, rather than requiring such system to be adapted to it. Where precise control and economical installation and operation are essential, as they are in all school buildings, select the Modutrol System. Our engineers will be glad to cooperate in working out any control problem, to provide better conditions, greater comfort and economy. Minneapolis-Honeywell Regulator Company, 2830 Fourth Avenue South, Minneapolis, Minnesota. Branch and distributing offices in all principal cities.



**MINNEAPOLIS
HONEYWELL**

Control Systems

The Gold Case **DECISION** *and* *The School Case* **DECISION**



At this writing, the Gold case is before the Supreme Court.

There is considerable apprehension as to what that decision will be, and the effects.

Deviation from basic money values leaves business and industry in a dilemma.

The value of the dollar is an important factor in trade and commerce.

It is reported that tentative plans have been made to temporarily close the exchanges, should the Gold Case Decision cause a wide fluctuation in values.

Every precaution has been taken to guard against negative results.

The School Case is now before the School Officials.

School budgets in the near future will be prepared and approved for the coming school year.

Whether these budgets are higher or lower does not seem to cause general apprehension.

No preparations have been made to offset the effect of reduced budgets.

The value of the individual child loses in comparison with the valuation of the dollar.

The School Case Decision should cause as much concern as the Gold Case Decision.

A negative decision on the school budgets will impose a handicap on the child and on the community comparable to a negative decision in a gold case on the dollar and on industry.

Fluctuations in standards of school opportunities are detrimental to the child and the community.

Every community should await with apprehension the action of the school officials on school budgets.

It is equally as important to reestablish the standards of the schools, as it is to stabilize the value of the dollar.

In that respect the School Case Decision should cause no less concern than the Gold Case Decision.

National School Supplies & Equipment Association
176 West Adams Street
Chicago, Illinois

Question:**What should a school official know about classroom heating and ventilating?**

Answer: Enough to enable him, when called upon, to select the heating and ventilating unit that will maintain the best indoor air conditions at the lowest possible cost.

Question:

What principal types of heating and ventilating units are there?

Answer: First, the bypass type, singly controlled by a room thermostat to introduce a heated or unheated stream of outdoor air into the room. Its action is erratic; the air-stream temperature fluctuates from very cold to very hot; cold drafts and overheating occur; fuel costs are high.

Second, the thermal-balance damper type, singly controlled by a room thermostat to heat and recirculate room air, introducing outdoor air only when overheating is threatened; but without the air-stream minimum temperature control that prevents drafts. More economical than the bypass type, but subject to drafts and uneven heating and to the objection that frequently no outdoor air is admitted to the classroom. Not legal in some States.

Third, the SYNCRETIZER damper type, doubly controlled by a room thermostat and an air-stream thermostat. The air-stream is limited to a safe minimum temperature to

forestall cold drafts and yet be cool enough to prevent overheating and odors. Adjustable for all States, to deliver all outdoor air; or room air and a variable percentage of outdoor air—with or without a fixed minimum quantity; but *always some outdoor air*. And always with the greatest possible economy.

Question:

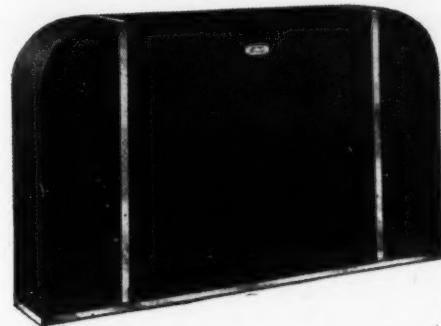
Why is it called the SYNCRETIZER?

Answer: SYNCRETIZER is the unit's trade name, applied because it *syncretizes* or reconciles the once inharmonious air-stream temperature with the desired room temperature. This controlled harmony maintains a comfortable and healthful condition called Syncretized Air—perpetual June in the classroom.

Question:

Does the SYNCRETIZER unit cost more than others?

Answer: No more than the much inferior bypass units, and no more than other damper types which are not as efficient. And, installed for TODAY, it may be easily adjusted for TOMORROW if a State should revise its ventilation laws. Thus it is a permanent investment, always saving the most possible fuel.

**Question:**

Who makes the SYNCRETIZER unit?

Answer: John J. Nesbitt, Inc., and its subsidiary, Buckeye Blower Company. This organization's leadership in the field of schoolhouse heating and ventilating is well recognized. More than 50,000 schoolrooms are equipped with its units, from small schools to the largest unit installation in the world.

Question:


How can I learn more about the SYNCRETIZER?

Answer: Write for the Nesbitt booklet, "TOMORROW'S Heating and Ventilating Unit TODAY." Address John J. Nesbitt, Inc., Holmesburg, Philadelphia, Pa., or 11 Park Place, New York City.

**NESBITT
SYNCRETIZERS**

Sold by

John J. Nesbitt, Inc., Buckeye Blower Company
and American Blower Corporation



ACCURACY DURABILITY

**No other
INVESTMENT
Pays Larger Dividends**

— than Powers Automatic Temperature Control for heating or ventilating systems.

Fuel Savings that result from eliminating OVER-Heated rooms, often pay back the cost of Powers Control in 1 to 3 years.

Better Health—Colds and other ills are reduced where temperature is Accurately controlled at the proper point.

Improved Efficiency—Correct room temperatures promote mental and physical efficiency.

WRITE FOR ESTIMATE or phone our nearest office (see your phone directory).

THE POWERS REGULATOR CO.

40 Years of Specialization in Temperature Control

Chicago: 2721 Greenview Ave. New York: 231 E. 46th St.

OFFICES IN 43 CITIES



NORTON « « » » DOOR CLOSER with Fusible Link Arm

THE positive and complete control of doors thru the use of NORTON rack and pinion closers is an established and accepted fact.

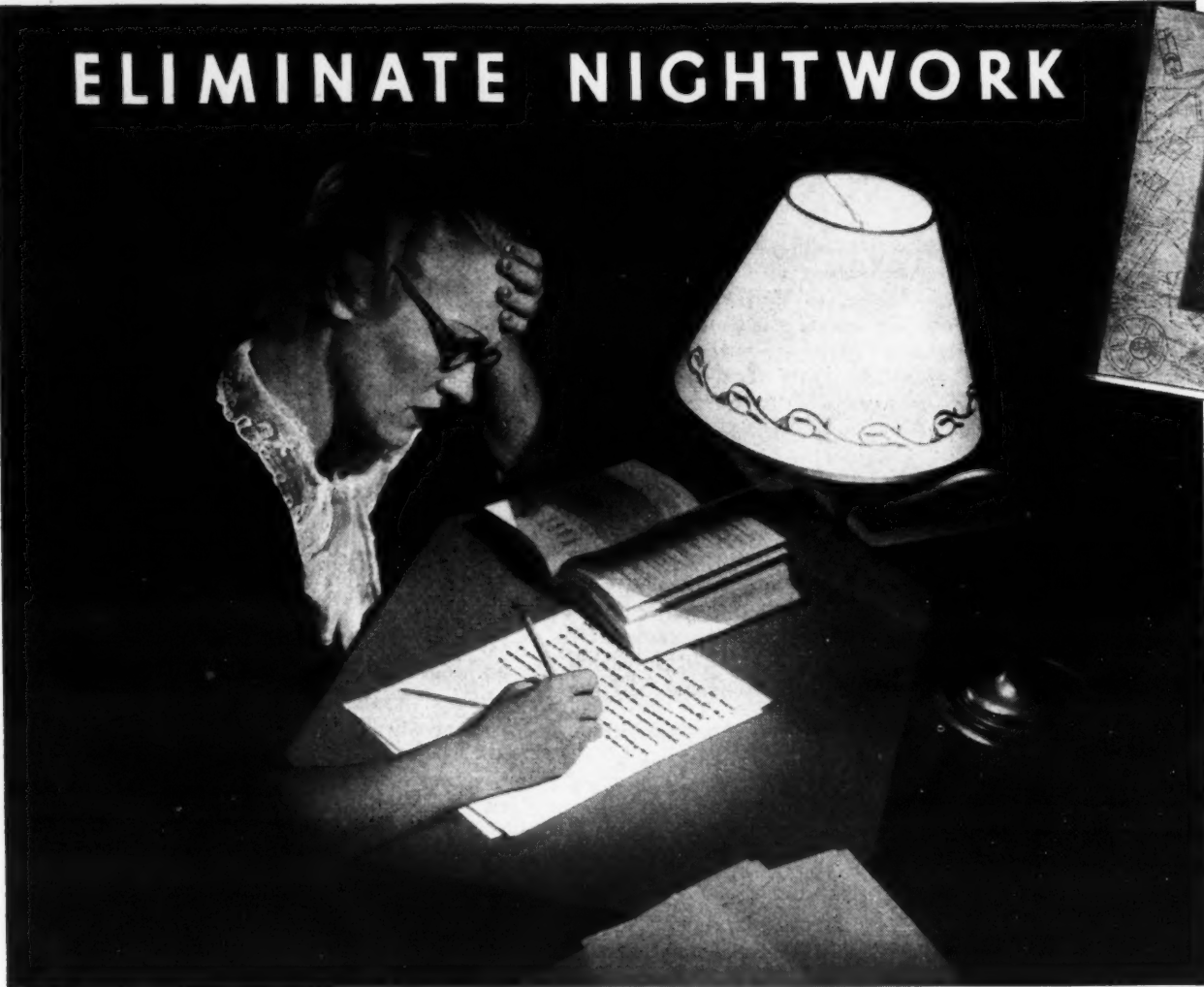
Now comes an added feature that will appeal to school officials. NORTON has perfected a Fusible Link Arm that performs unfailingly in every emergency. Operates as holder arm door closer, yet, in case of fire, automatically closes door at 160° Fahrenheit. Simple in operation, durably made and approved by National Board of Fire Underwriters

ASK FOR PARTICULARS

NORTON DOOR CLOSER CO.

CHICAGO Division of The Yale and Towne Manufacturing Company ILLINOIS
"Door Closers For All School Doors"

ELIMINATE NIGHTWORK



Enjoy More Hours of Recreation Use Economical Ditto Practice Lessons

WHY should not teachers' hours at home be free from the strain of planning tomorrow's work? Why should not hours of rest be used to build up new enthusiasm and new energy for the arduous work of teaching?

Thousands of modern teachers throughout the country are today enjoying a new freedom from homework and from worry. With Ditto Practice Lesson Books they are always sure of enough economical practice, testing and remedial material for their pupils.

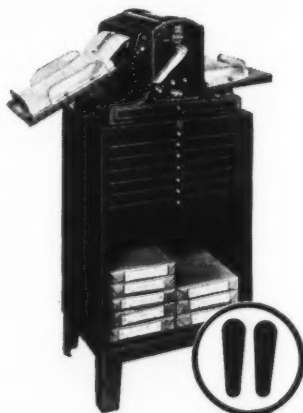
And they are absolutely sure that these materials are correct pedagogically—prepared by practical, experienced teachers and edited by a board of eminent educators.

All Ditto Workbooks are

printed in Ditto reproducing ink. That's why they are so economical. Every page in each Ditto Practice Lesson Book is perforated. You simply tear it out at the perforation, take it to Ditto or to any other gelatine or hectograph duplicator and reproduce 100 or more copies. Thus, one Ditto book is actually equal to 100 ordinary books.

As a result of the invention of Ditto Workbooks, Ditto Duplicating Machines have taken on a new significance in schools.

Always the most widely useful of all duplicating machines, they are today practically indispensable to the modern school.



Write for our book "Emancipating the Teacher." Learn more about the important part that Ditto is playing in today's educational methods. There's no cost or obligation.

HECTOGRAPH WORKBOOKS

We shall be glad to ship you any of the Ditto Practice Lesson Books listed below upon receipt of your check or money order. If they are not entirely satisfactory you may return them and your money will be promptly refunded.

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<input type="checkbox"/> A Word Book for Grade 1.....	\$1.60
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<input type="checkbox"/> Workbook Lessons for Grade 4.....	\$1.60
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<input type="checkbox"/> Workbook Lessons for Grade 8.....	1.60

ARITHMETIC

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Federal Financing of School Projects

EVERY state in the United States has availed itself, in a greater or lesser degree, of the aid extended through the Federal Public Works' Administration. The number of new schoolhouse projects now approved and supported is 2,099. The total cost involved (up to February 15, 1935) is \$189,209,849. These figures have been compiled by the research department of the AMERICAN SCHOOL BOARD JOURNAL.

In reviewing the statistics bearing on the subject, it is interesting to note that the several school projects enjoy an outright grant of \$20,127,179. The total loans and grants combined make the sum \$111,490,748. There are a number of instances where the school authorities have financed their new building projects through local taxation, but have availed themselves of the government grant which constituted 30 per cent of the total projects. A part of the construction labors was begun in 1934, to be completed in 1935.

The appropriation of \$4,880,000,000, entered upon by the present Congress, is designed for both relief and recovery purposes. Just what proportion will go into one or the other of these purposes is not yet clear. It is safe to assume, however, that the larger fraction of the appropriation will go into construction projects, both federal and state. While the latter will contemplate the construction of sewer systems, waterworks, bridges, and good roads, it is also reasonable to assume that all meritorious schoolhouse-construction projects will be recognized.

It may authoritatively be said that if the school authorities had asked for more support during the past year that such support would have been granted. Thus, all school authorities confronted with pressing needs for enlarged schoolhouse accommodations should proceed to formulate their plans and present them to those who will represent the federal government in the several states. Further information will develop as the government gets under way the necessary machinery for the administration of the huge construction fund.

THE EDITOR.

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Editorial Material—Manuscripts and photographs bearing on school administration, superintendence, school architecture, and related topics are solicited, and will be paid for upon publication. Contributions should be mailed to Milwaukee direct, and should be accompanied by stamps for return, if unavailable. Open letters to the editor must in all cases contain the name and address of the writer, not necessarily for publication, but as evidence of good faith.

The contents of this issue are listed in the *Education Index*. Member, Audit Bureau of Circulation and Associated Business Papers.

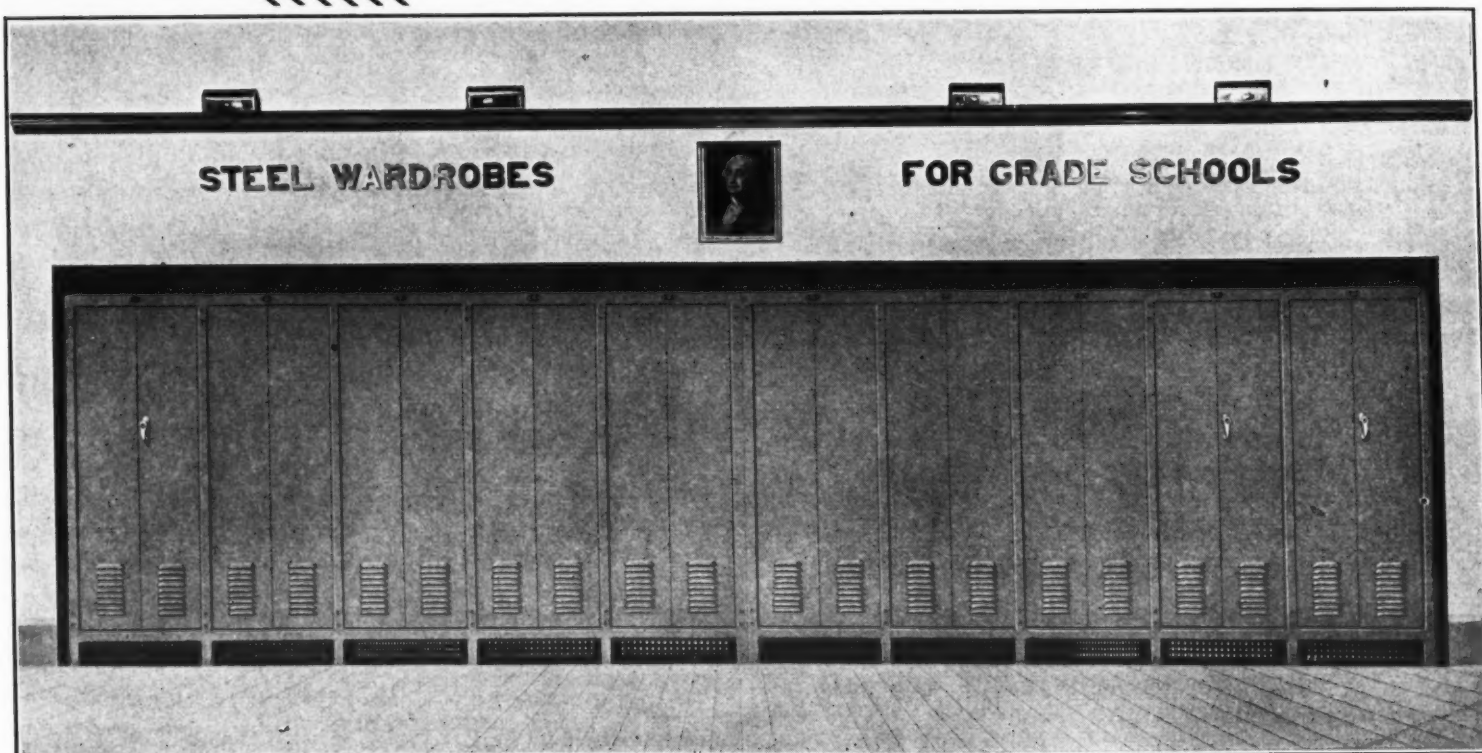
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THE AMERICAN School Board Journal

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MARCH, 1935

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CALLING ATTENTION TO A PROBLEM OF PRIMARY IMPORTANCE

A Sound Educational Organization for States of Small Population

A. V. Overn, Ph.D.¹

It is unnecessary to review the present unequal and in most cases inadequate provision of educational opportunities for those of high-school age in the rural sections of most states. Those two facts, which constitute the greatest administrative educational problem, are well recognized. Likewise, there is general agreement that the main drawback to the immediate solution of the problem is the present unjust method of supporting schools locally by taxing real property. Dr. Mort calls attention to the inability of numerous communities to support high schools, even with unreasonably high taxes.² One reason why most districts cannot support education through the twelfth grade is because they are too small in area to produce enough students to conduct a complete high school with the necessary courses to meet everyone's needs. That condition could be more nearly approximated by the creation of large local districts based on automobile transportation and a modern system of highways.

There has never been a consciousness of state responsibility for education in the states with large rural populations. Each local community has urged its own educational cause, made its own plans, and provided the facilities that its own people have desired and have felt able to afford. In some communities the sacrifices have been heavy because the ideals were high. In others scarcely any provision has been made for education because costs were considered more important than ideals. The time seems to have come for a battle royal, to save the gains already made against ignorance. Conditions are such as to force education into either one or the other arm of a two-horned dilemma. Either it must climb one step higher or else it will surely descend one or more rungs in universality and democracy compared with the immediate past. The battle which looms up is for the policy that the state shall assume more of its educational responsibilities. The various communities are less able to provide equal opportunities for an education at the high-school and junior-college levels than they are in the elementary grades. Hence, when the majority of people demand a high-school education for their children, as they do now, the inability of many districts to provide as much as that must inevitably cause worse inequalities of opportunity than have existed in the recent past.

The Next Great Battle in Education

The battle to be fought presently rests on basic issues. It involves a fundamental re-conception of the entire educational organization of the states. Of what use is organization of schools, if it cannot facilitate the educative process? Since the one-room school district is too small to supply the pupils and financial support needed to conduct a high school, that job must be done by larger units. What authority is there to set up such larger units if not that of the state? Therefore, the state will have to assume all powers in education not specifically necessary to be delegated to local units for safeguarding their purely local interests.

There is no fairness in a state's requiring

local communities which differ greatly in ability to support schools of equal standards. Yet equality of opportunity for all pupils in the state must be maintained. Psychological studies of individual differences indicate that there is not one population of rural intelligence and another population of urban intelligence; but intelligence is almost equally various and widely distributed among both urban and rural people. Likewise are talents and capacities of all sorts thus distributed. The farmer lad who has an interest in, and capacity for, surgery but whose father is too straitened financially to send him outside his own one-room school district for an education, may be a distinct loss to the medical profession and to society. And what a lifelong disappointment he will be to himself! Rural and urban children alike are entitled to the same educational opportunities, to be provided in their own home districts. There is no good reason why they cannot be so provided under a facilitating rather than the traditional restraining type of state school organization.

A Facilitating Organizational Plan

The state will have to assume complete financial support of schools. Since any fair replacement tax, eliminating that on real property, will cause large funds to be accumulated at the central state tax-collection points, the main difficulty of partial state support of public schools under a better system of taxation than now exists is to determine a fair way to distribute locally these funds that are centrally collected. The use of these funds for a complete state support of public schools will eliminate this most troublesome unsolved problem. Moreover, school support never was a proper subject for local concern under the real property-tax system. The value of one man's land and the wealth of his immediate neighbors must no longer be permitted to determine the relative educational opportunities of his children.

All public schools should be state schools. They should be located near the centers of natural communities of "automobile" size, not "oxen" nor "horse-and-buggy" size. These communities should be determined by researches similar to those conducted in Missouri³ and Minnesota⁴ to determine the most economical local units of school control. Support and control should not be confused, because there are several matters vital to equality of opportunity, which should not be involved in local control but are bound up indissolubly with school support. Such matters are certification, tenure, salary, and retirement provisions for all teachers in the state regardless of the locality where they give their services. These should never have been local matters, since they must be controlled centrally in order to insure equally well-manned schools over the whole state.⁵

³Surveys conducted in 107 counties in Missouri under direction of Dr. R. D. Garnett and published as a supplement to the eighty-third annual report of the state superintendent of public schools, Jefferson City, 1932.

⁴Research conducted by the State Department of Education for the redistricting of territory in Koochiching County, Minnesota.

⁵The process of transferring the support of the basic educational program from the local property tax to state-administered taxes other than the property tax may prove to be of great significance not only as a means of improving the system of school support but also as a device for improving the tax system. Where it proves desirable to use taxes which cannot be administered satisfactorily by local governmental authorities, the system of public school support provides one readily available solution to the problem of using the yield of such taxes to relieve the local property tax. — P. R. Mort, *State Support for Public Education* (Washington: The American Council on Education, 1933), p. 30.

Important Functions Proper for State Control

In addition to certification, tenure, salary, and retirement provisions for all teachers, there are other functions best performed by the state which do not interfere in any way with local interests but rather safeguard them. The state authority should set up large enough local units to bring together a sufficient number of children in each to permit hiring many teachers and providing a rich course of study. State authority should provide adequate health instruction as a part of the curriculum of every school. It should make possible and require that all other accepted objectives of education be advanced. It should do research with the co-operation of many teachers in widely scattered sections. It should build all school buildings according to state standards of educational adaptability and sanitation, with reference to local peculiarities and needs. It should integrate the whole program from the first grade through the university. None of these are purely local problems, even though they have local bearings, but all are vital to sound progress in education. To carry them out the state educational department might well be organized functionally rather than traditionally.

Functional Organization of State Education Department

To carry out the state's functions above suggested there must be organized a powerful but democratic state department of education. The recommendations made by leading administrative authorities for the appointment of a commissioner of education are acceptable here. The people should elect a governor, who, with the consent of the senate, should appoint five outstanding lay members at large to the state board of education. The board should appoint a well-qualified educator as its executive officer and determine his salary. He should be designated in some such way as commissioner of education and should organize his staff as the state department of education, appointing his assistants with the consent of the board.

The change suggested here from the traditional form of organization is that the work of the department be divided functionally, with a qualified educator in charge of each large group of similar functions. A suggested classification for states of small population follows:

1. A director of curriculum, who should bring about a proper integration and differentiation of courses offered in all schools from first grade through the university.

2. A director of school organization, who should continually keep in proper adjustment the size of districts for local school control, and provision of building facilities, for equalizing opportunities for all pupils in the state. He would approve architects, sanitation, and building standards.

3. A director of personnel, in whose charge would be placed the administration of policies of certification, salaries, tenure within the state, and retirement of teachers.

4. A director of research, whose purpose should be to encourage the co-operation of the more gifted classroom teachers everywhere in the state, for effective solution of educational problems.

Powers of Control by Local Boards

The boards in the large local units should exercise the ordinary local powers that do not conflict with the specified state responsibilities. They should retain their power to employ specific teachers who are already on the state tenure. They should be empowered to recommend the spending of a fairly determined amount of extra money each year, in addition to the cost of administering the school. Such money, also drawn from state coffers, should

(Concluded on Page 75)

¹Professor of Education, Department of Education, University of North Dakota.

²The whole problem of financing high schools is tied up in two situations—the inability of some communities to support a fair type of program, taking all their ability to pay into consideration, and the discriminatory nature of the system of financing schools in those states which are financing government by an outworn tax system. — P. R. Mort, "Financing Secondary Education," Abstract, *National Education Association Proceedings*, 1930; pp. 555-559.

The School-Board Member *as an* Interpreter of the School

Frederick J. Moffitt, Ph.D.¹

What's the matter with the boys and girls nowadays? Don't they have formal discipline at the school any more? Is it true that the new fifth-grade teacher is trying to teach my child manners instead of reading and writing? What has happened to the fourth-year Latin course that used to be so popular when I went to school? Is my child being prepared adequately so that he may enter the engineering college where his father graduated?

A storm of questions from the public reaches the school-board member. Irresistibly it is forced upon his attention that many of his constituents do not understand what is going on in the schools of today. The public wants to know what and how and why.

There has been a mighty ado in the past five years about this business of telling the public more concerning the schools which they support. The educational processes have changed and are changing with such rapidity that large groups of the public have lost track of the significant developments that have come about since the war. The home may have its radio, its electric refrigeration, or its air conditioner; father may use an airplane for a trans-continental business trip overnight, but since the little white schoolhouse has been replaced by the mightier edifice on the hill, something of the sentimental past has been lost never to return.

The New School Population

In spite of this halo of sentiment surrounding the little white schoolhouse, the schools have been forced to meet the demands of a rapidly changing civilization. New methods of teaching, modern up-to-the-new-deal textbooks, and reorganization of great parts of the school curriculum have been forced from within and without the school. The mandates of legislators have had to be obeyed, pressure from parents who want their children to have the advantages denied themselves has forced attention from the school, and tremendous changes in the philosophy of government have demanded similar changes in education. Finally, the ideals and aspirations of many a board of education, working with their executive officer, have brought about a new type of educational offering that is attempting to fit the children of a new age to take their proper place in a richer life and a happier existence.

There is a new student population in school. From the shop and from the farm, hundreds of young men and women, denied a chance to work outside, have poured into the halls of learning and are demanding attention. The high schools of the nation have doubled and tripled their attendance in the past five years. New situations have arisen, new educational offerings have had to be evolved, and new types of training have been formulated in order to take care of the needs of this new type of student. In the elementary-school levels the change is no less significant. No longer is the modern parent content to have his child forced to sit in rigid obedience "serving his time" until released through the pardon granted by "working papers."

Working papers are no longer desirable or possible. Today there are few chores at home to occupy the youngster's time after school hours. The quiet streets where he used to play

have been transformed into death traps. But somewhere, surely, he must have this place to play and somewhere a place to work. Somewhere his little niche in the sun must be fashioned. Schools, whether they have willed it or not, have been forced to construct new curricula along with the new buildings.

The member of the school board sitting through endless board sessions, where these things have been discussed and where new plans have been adopted to meet the new needs, recognizes the changes that have come. Too often, perhaps, he has been more interested in the new buildings and the material things of the educational world because here was solid ground under his feet. Yet he has realized that the schools with which he has been entrusted have been passing through this stage of growing pains. He has met the changes with courage and decision.

But the general public is ignorant of much of this. The public must be informed; the schools must be "interpreted."

Leadership of the Board

Before we enter into this discussion of the rather complicated business of interpreting the schools to the public, it might be well to stress this difference between the school-board member and the constituency which he attempts to serve. The board member is a natural leader of the better forces in the community, else he would not have been honored with an office so important in the scheme of affairs in a democracy. As such a natural leader, he has examined the new philosophy of the school and found large parts of it good. He has had his attention drawn to the changing school population by figures and charts and by a first-hand knowledge of the school in action. Nor has he been confused particularly by the educational "patter" which has been baffling to the layman.

The terms which have been evolved to express educational concepts have fallen upon an ear trained to distinguish the practical from the theoretical.

The changes which have been wrought by a major and minor depression and by a world war have not caught the school-board member napping. He has seen that a change in the conservative school program must come just as he has seen that new building programs must be undertaken. By virtue of the position which he holds, he knows at least five years before the general public can realize, just what changes the school must attempt. Often as not, the school-board member has been one of the most insistent in demanding these very changes from the educational forces under his control. While he may not be able to define progressive education or attempt to evaluate the worth of more guidance in the school program, he has felt keenly that the changing world was demanding changing school methods. The counsel of the school superintendent has fallen on ears that are willing to hear, and together the school-board member and the executive officer of the board have gone forward for the sake of the citizens of tomorrow.

But the reaction of the public to the ambitious plans of the school has not been so immediately favorable. The American people have passed through a valley of fear and doubt that has bewildered them. Institutions which they have always regarded as sacred have fallen into disfavor. The school, in common with the church and the home, has suffered from a skepticism that has been a phenomena of the past ten years of anguish.

The Present Doubt

It might be well to examine the underlying causes of this skepticism so far as the school is concerned. The beginning of the war in Amer-



Public speaking is an essential part of the present-day high-school program. The immediate objective is to train boys and girls to conduct themselves properly and to speak effectively in situations which they are likely to meet in ordinary business and social life. The subject is not a fad, and the school-board member who understands it correctly can defend it in his contacts with the public.

¹Superintendent of Schools, Hamburg, N. Y.

ica found education moving forward at a placid pace. School officials recognize that the school was behind the best thought of the country and that modernization of some sort was imperative. But teachers continued to be poorly paid, building programs limped haltingly forward, and the curricula held to the educational conceptions of the previous decade.

With the entry of the United States into the war, tremendous enthusiasm for all the forces that were playing their part in the life of the democracy, became the accepted thing. Education prospered. School salaries were stepped up; building programs were planned apace. All this, despite the fact that much of the man power of the nation was engaged in nonproductive work. Under the psychological urge of the war years, money was spent freely. Education, democracy, religion, became accepted forces for relieving a troubled world. Lip service was rendered to them freely.

During the feverish period of high finance following the war, education continued its material gains. More school buildings were constructed, and school programs were mapped out with all the zest engendered by high-pressure propaganda and the driving force that came from a nation keyed to a high emotional pitch.

With the merry-go-round of "prosperity" that followed the war, there was little time for sober thought regarding the fundamental problems of education. The schools were prospering in a financial way along with the rest of the national institutions but "spiritually" they were neglected by the public. Business looked with tolerance on the school because business was busy with its own affairs. John Public was appreciative of what the school might be trying to do, but he was making money and had no time to waste on the more intangible things of life.

Then with the coming of great material and economic changes in the life of every person, there came the corresponding change in the attitude of the man of the street. The change has pervaded government, business, social habits, and even some religion. Man is questioning as he never questioned before, seeking to discover the meaning of many of the institutions which he has always regarded as a fundamental part of his life. Among the im-

portant phases of his economic and social relationships has come this questing concerning the educational program. He is asking himself, and justly, "What has happened in the educational world since I have neglected it? Are my children being taught to avoid the pitfalls into which I have stumbled? Or is the world of the classroom as remote and as impracticable as ever?"

The Natural Source of Information

These and many other questions, questions of finance and methods, of curriculum and building programs come to his lips.

To whom shall he turn for an explanation?

Who but his own elected agency, the school board, may answer him? So the school-board member, the "man who pays the bill" looks for an answer to many of the questions that may well puzzle the master of education. The taxpayer will no longer be put off with platitudes or guesses. Too often in the past has he bumped his shins against slogans or cheerful prophecies. He wants now to walk on solid ground and to be assured that he is getting value for every cent expended in his behalf. His pocketbook is no longer at the disposal of every salesman of blue sky. He calls for the facts rather than the theory.

The school-board member who has been entrusted with the oversight of the nation's children has a new and harder task than he has ever had before. He must be able to tell his constituents in words that are meaningful and concrete just where the modern school program is heading and just what the schools of today are trying to do. Whether he wills it or no, he must become an interpreter for the school.

This position of interpreter is one surrounded by danger and misunderstandings. But it will become an increasingly important part of the duties of every school-board member as time goes on. It has its moments of confusion and discouragement, but it also has its moments of high satisfaction that are rendered in service to the community.

Do we hear a howl of anguish go up from the school superintendent at the statement that the member of the board is one of the most valuable interpreters of the school program? If we examine carefully the material that has been written concerning the interpretation of

the school to the public, we find that the majority of authorities in this field have come to the conclusion that the school superintendent is the logical official to interpret the schools. In the narrower sense, we need have no quarrel with this opinion. By virtue of his position and because of his intimate knowledge of what is going on in public education, the superintendent of schools is certainly the logical "formal" interpreter to the public.

The Superintendent's Part

Nowadays, part of the training of the school superintendent is in the field of public relations. He is well grounded in the program of the school; he has the resources of the educational plant at his beck and call; the mimeograph, the stenographic help, even the actual physical plant itself may be used in telling the public about the school. The superintendent and members of the staff under his control have studied the psychological element inherent in public relations. They are undoubtedly well qualified to carry forward a program which should be continuous rather than haphazard, which should be truthful rather than bombastic, and which should reach to every corner of the school district.

But the superintendent can only go so far. To be sure, he has the confidence and trust of the members of the board of education. They look to him for guidance in the perilous pathway of new methodology and ask his advice concerning the school program. Progressive boards have not been backward about giving the superintendent rather complete authority and demanding the results which the board of directors of any large enterprise should demand of its executive officer. But the general public has never arrived at this conception of the relationship between the board and the superintendent. Many times they are thinking in terms of the school of years ago when the board acted as an executive body as well as an advisory and deliberative group. Few powers were delegated to the teacher in the little white school-house. Authority was not needed. The conception of the superintendent of schools as the absent-minded pedagogue strictly concerned with bookish matters has never been driven out of the minds of many of the older generation.

There is another group of the public that views the new type of superintendent-board relationship with suspicion. The superintendent has "the board wrapped around his finger." They cannot visualize the modern school as demanding an efficiency that was lacking years ago. They cannot see that the new type of population must have a measure of thought which the busy layman, no matter how eager, can possibly give. This small group feels that the school executive is an outsider in the community, that he must have a prejudiced viewpoint, that he is interested primarily in his own salary and not in the children of the community.

The Board Member's Part

So it is that in any interpretation of the school to the public, the superintendent is handicapped. In spite of his training and the facilities at his command, there are large portions of the public that he cannot reach. Where, then, in spite of his most earnest efforts, the superintendent may fail, the board member must step in and carry on the task of public relations. He must do this for the sake of the school.

The board member knows the language of the people. In many situations he, and he alone, is capable of representing the school to the public. He can debunk much of the professional "pedagogy" which is the despair of many a hard-headed, plain-thinking superintendent.



Occupational guidance is an essential objective of junior and senior high schools. The class illustrated has been studying aeronautics as one possible field for a career. Students in the background are displaying a large doll used for studying household work and models of houses for studying architecture and the building trades.

He can "sell" the program of the school just as he "sells" his own successful business.

One warning might be stressed at this point. A careful distinction should be drawn between the types of information which should come from the superintendent and from the board member. The superintendent should be held strictly responsible for all information concerning the "state of the school." The monthly report of the executive to the board may well include a statement on the public information which he has given out.

Let there be no board committee on public relations. Let no one member set himself up as the unofficial reporter of school doings to the editor of the local newspaper. This course can end only in disaster. Once the school board has taken action, let the press and the people be informed of that action through official sources. The public is entitled to the official news only in this way.

How, then, shall the school-board member proceed in his duties as school interpreter? In general, by analyzing his own position and by determining to become as valuable a board member as possible; by informing himself concerning the significant trends in education and by attempting to evaluate his own school in its relationship to these trends.

No one who reads this article will need be reminded that a professional magazine is an absolute necessity for the progressive board member. Yet there are many boards who do not subscribe to such a magazine and there are many more who subscribe but the magazine is read by the superintendent and never reaches the eye of the member of the Board.

Books on the duties and responsibilities of the school-board member are available at small cost. The board room may well be equipped with a small professional library which will be

of great help to any member who has a moment to spare.

The board member has a right to ask that the superintendent keep him informed on the latest developments, not only in education but in "boardology." What are other schools doing and what are other boards doing?

The State School-Board Association

The school-board member should absolutely insist that the board of education ally itself with its own professional group. These school-board associations have come into being in almost every state of the union. They offer extremely valuable counsel and fellowship. No money paid in dues or in attendance at the state meetings is wasted. It comes back tenfold to the community in efficiency and knowledge.

The board member may well resolve to meet the local parent-teacher association on friendly ground. Too often in the past has suspicion characterized the dealings of these two groups who have put one common purpose in their minds. Fortunately, the attitude of both board members and their superintendents toward the parent-teacher associations has deepened in respect in the past few years. When properly run, the parent-teacher association has no desire to assume prerogatives that belong to the board of education. The two groups have every ideal in common.

When the member of the board has come to know intimately his own school, when he has prepared himself to meet the questions which may arise from the public, he may feel competent to enter upon the task of informing that portion of the public that looks to him for guidance.

These groups accept or reject the school program largely through the contacts which they have with "their own" representative. Various

local groups and business organizations of the community look to the board member as the logical interpreter of the school. Without fuss or feathers, without belligerency or apology, he must meet these groups and tell them of the work the board is doing for the community.

Questions will arise that he cannot answer. Uncalled-for criticisms will annoy him. Yet he must know that it is not helpful to the school to meet these things with bluster. Nor is it helpful to the executive officer that the board member attempt to smother these criticisms on the ground that they are too petty to be examined. The methods of the dictator are not for the American people, and the school-board member who would serve his community should see that every significant criticism be brought to light for a full and fair answer.

Finally, if the member of the board would interpret the schools he must evaluate the program of the schools in his own language. He must attempt to sort out the worth-while facts. He must examine this question of "frills and fads." If he is satisfied in his own mind that what may appear to be a fad today will become a worth-while part of education tomorrow, he must fight for the continued growth in the school program. He must "sell" the school to the public by being able to tell them in his own way just what the school is attempting to do. He must formulate in his own mind and to his own satisfaction the principles which are driving the school to new efforts.

Can the member of the board, from the depths of his own understanding say to his friends, "I know the program of the school. It is as good a program as we can make it with the resources we have." Then, such a one may honestly know that he is serving the public in one of the most unselfish tasks with which a man may be entrusted by his fellows.

Supervision as a Person-Process

Will E. Wiley, District Superintendent, Whittier, California

In the name of economy, many supervisory positions have been eliminated the past few years. Statistically, it has been possible to prove the value of supervision, but with great groups of teachers it is still decidedly unpopular, a necessary evil at best. This feeling has persisted in spite of the change in the type of supervision from the old "snoopervision" of a former period.

The fundamental purpose of most modern supervision has been to secure the greatest possible increase in the educational growth of the pupil. By focusing their attention on this ultimate objective supervisors have sought to enlist the co-operation of the teachers. They have failed to get that wholehearted co-operation because they have failed to give adequate consideration to the teachers' problems.

Teacher Improvement is the Immediate Problem

Teacher improvement is the immediate problem in any far-reaching program of educational betterment. To the teacher, this is not an objective problem but a personal one. The personality of the teacher has been unnecessarily humiliated in much of the objective, scientific supervision. The average teacher finds it impossible to divorce criticism of her teaching results from criticism of herself. She often feels that she is on the carpet, that she is being critically examined. In the judgment rendered, she sometimes feels that there is a decided element of unfairness. Too great reliance upon statistical methods and objective data is almost sure to arouse this feeling.

The superior teacher looks upon her work as the art of sharing the best that she has with her pupils. Her love of beauty, her compassion for dumb animals, her passion for truth and clean living, or her ability to bring happiness to her children may seem far more important to her than her ability to share the multiplication table. But because the statistical table shows her class to be two points below norm in multiplication, she is ranked below other teachers. And this is what hurts: Some of the higher ranking teachers may have had nothing to share but their manipulative skill with numbers.

Ingenuity in Tests Lacking

Someone has remarked that ingenuity in test making seems to have run out before the important outcomes in education were reached. It seems rather that vision is lacking, that supervisors have been satisfied to measure the more objective, tangible outcomes, have been too willing to judge their teachers by these partial returns.

The reliance upon test results has led to an overemphasis upon the factual type of subject matter. What is more natural than for teachers to teach that for which they are to be held accountable? This phase of supervision has succeeded only too well. Here teachers and supervisors have united in a common purpose until much classwork is characterized by drill, strain, and aridity. The misuse of otherwise useful tools seems often to be the worst mistake found in schoolwork. Overemphasis of one point of view leads to one-sided development.

Making facts stick in the mind of a child is one of the functions of teaching, one of the difficult ones, but those facts must contribute to the upbuilding of the child or they represent wasted effort.

Three Ideas Dominate Educational Thinking

Three great ideas seem to have dominated most educational thinking through the ages. The first great purpose for education was that pupils *may know*. "Knowledge is power" — knowledge, meaning culture as contrasted with the poverty of ignorance. This subject-matter aim is still a prominent and a very important one in the modern school.

The next great idea flourished in the schools because of the industrial revolution. Business and industry demanded men and women who could do things. Industry, therefore, took the stand that the great purpose of education was that pupils *may do*. Out of this idea has grown the whole vocational-education program. It has modified all the other ideals of education and at present is at the basis of the drive against fads and frills. Useful knowledge, in a very restricted sense, is the only worth-while purpose of education in the minds of a great many people.

The third purpose has dominated the work of all great teachers, but somehow has never become popularized. According to this idea, the purpose of education is that pupils *may become*. To know, to do, to be, it takes all three of these ideals to give a well-balanced program of education. In this modern, mechanized

world, the third purpose must be given increased attention. Increased leisure is only one of the reasons.

When a program of education is projected which has for one of its major objectives the enrichment of life and the establishment of personality, the need for superior teachers is immediately evident. Such teachers are not available in sufficient numbers and will have to be created. This is the immediate task of supervision. Supervisors will need to look upon supervision as a person-process, an attempt to create a highly complex, highly skilled, highly socialized master teacher.

Supervision Deals with Human Stuff

Supervision as a person-process recognizes at the outset that the supervisor is dealing with human stuff. A frank recognition of this fact will modify the approach and is evident in some of the best methods in modern supervision.

In the first place, the professional status of the teacher is recognized and every effort is made toward the upbuilding of that position. Teachers will be given an active part in curriculum revision. This will include discussion, selection, experimentation, and rejection. In the last analysis, the teacher is that part of the course of study which the children will experience. To clarify her grasp of the objectives of the curriculum is probably the first step. As the teacher develops a working philosophy, her work begins to reach a professional plane. This new philosophy can take form, can become strong, only as it is recognized and encouraged. Therefore, teacher participation will be used wherever possible. Large freedom will be given her as to methods and materials. She will be encouraged to initiate and carry on projects that grow out of the needs of her pupils. Hand in hand with this increased freedom will go increased responsibility. Both elements must be present if a professional status is to be reached.

In the second place, the chief effort in supervision as a person-process will be directed toward making the teacher self-critical. Self-criticism is one of the outstanding qualities of the creative artist. It has been said that the only constructive criticism is self-criticism. The truth in this statement is due to the fact that human behavior is dominated by internal purposes. The supervisor should attempt to stimulate her teachers to set up teaching objectives for themselves calling for originality, self-reliance, and creative effort. The superior teacher is a dynamic, growing personality and desires to succeed in her profession, to become more efficient in her art. However, teachers wish to be led, not driven, to be convinced of better ways, not shamed into conformity.

In their attempts to deal with pupil-growth problems on a professional basis, supervisors have often ridden roughshod over the feelings of their teachers. They may prove statistically that a poor job of teaching is being done and then assume that the teacher is to blame. Pointing out past failures and shortcomings is not the best way to stimulate growth or to arouse enthusiasm for new undertakings. The creative artist is always conscious of how far below his dream his best efforts fall.

Supervisor Must Stimulate Growth

Anyone who closely inspects the classwork of a teacher can detect flaws. It takes a higher type of skill to tactfully point out ways of eliminating imperfections. The supervisor must become a penetrating student of educational methods. She must interpret the laws or principles which characterize good teaching for her teachers. She must be able to show them how to get from where they are to where they want to be. Hence, a positive program of encouragement, coupled with keen job analysis, must

characterize the teacher-supervisor relationship.

An example of the above stimulating, analyzing type of supervision has been worked out by one supervisor in connection with her reading program. She first attempted to set up four common types of teachers she had observed. The poorest type of teacher she characterized as the "device teacher." This teacher has for her stock in trade a bag of devices. When the pupils get listless, she reaches into the bag and draws out another device and uses it till interest lags. To use modern terminology and call these devices activities does not increase their efficiency.

The "method teacher," the next type, she considered a great improvement over the first type. The method teacher has very definite plans and materials. Her work is often poorly adapted to part of her pupils for the method dominates the teaching.

The next type, the "journeyman teacher," is one who has learned her trade. Her outstanding superiority above the other types is due to the fact that she has developed a philosophy of education. The journeyman teacher knows what she is attempting to do. She uses devices, methods, or activities as they suit her purposes and are required to get the desired results.

The "master teacher" is one who not only knows her trade but has developed superior skill in the practice of her calling. The above analysis is stimulating to teachers who desire to become superior teachers. However, to be of real value it must be followed by a fuller analysis of the teaching acts that are practiced by the various types of teachers. A mirror needs to be held before the teacher so that she may see herself clearly and may evaluate her work.

Scoring a Teacher of Reading

The following descriptions were adapted from various reports on reading and arranged in what the supervisor considered an ascending order of merit. Valuations were assigned the various statements and an arbitrary score given to each type of teaching. Teachers were then encouraged to score themselves to see how far up the scale they had progressed. The scale as presented was as follows:

1. Reading program built on a series of unrelated devices whose purpose is to sustain interest in the task of learning to read. 5 points
2. Children read orally in turn. Supplementary material taught by the same method. 5 points
3. Accuracy and independence in word recognition receives chief attention. 5 points
4. Content and method of teaching determined by three aims narrowly interpreted:
 - a) Mastery of the mechanics of reading.
 - b) Development of habits of good oral reading.
 - c) Cultivation of appreciation of good literature. 5 points
5. Program built on a method reader with a few supplementary texts. 5 points
6. Appreciation of literature taught through the analytical study of standard selections and the memorization of a set of poems. 5 points
7. Reading program varied from day to day to serve different purposes. 5 points
8. Reading program enlarged to include activities designed to stimulate interest, enrich experience, and cultivate independent reading. 5 points
9. Recognizing that reading is a tool subject, effort is made to awaken interests in each school subject that can be satisfied through reading. 5 points
10. Special periods are provided for independent reading relating to individual interests. 5 points
11. Reading materials are organized about interesting problems or into large units with a central activity or theme. 5 points
12. Specific guidance given in reading in all school subjects:

a) guidance in reading habits required by specific subjects.

b) guidance in reading habits necessary to meet the varying purposes for which the reading is done.

c) guidance in overcoming individual difficulties met in the act of reading. 10 points

13. Realizing that appreciation comes primarily from within and that it cannot be pounded into pupils or caught from enthusiastic gushing, the teacher carefully cultivates in her pupils:

- a) curiosity,
- b) imagination,
- c) interest in people and things,
- d) insight into human relationships,
- e) habits of applying the thoughts of great writers to the problems of everyday life. 15 points

Directions for Finding a Teacher's Score

1. In scoring yourself, consider whether you use the method regularly, occasionally, rarely, or never.

2. Judge whether you use a given method with superior, good, fair, or poor results.

3. Give yourself credit for the first methods if you use them occasionally and with full knowledge of their limitations.

4. Total your score and compare with the following table:

Device teacher	0-15
Method teacher	16-30
Journeyman teacher	31-50
Master teacher	51-75

The above program may be criticized from many angles, but it does place the emphasis upon teacher growth and it attempts to point the direction in which that growth should take place. Following the presentation and discussion of this scale, the supervisor may visit a teacher and ask, "What are you doing to improve your teaching of reading?"

The Supervisor Comes as a Friend

Under a program of supervision as a person-process, the supervisor comes as a friend, trying to attack the instructional problems from the standpoint of the teacher. Her purpose is not to criticize, but to help; not to judge, but to assist the teacher to realize on every iota of her training, knowledge, skill, and personality. As a teacher of teachers, she will not use methods she condemns when used by her teachers.

Under this type of program, more attention will be given to conference methods than to general meetings. Teacher problems are usually personal problems. Different teachers have different difficulties. One may need training in the technique of diagnosis. Another may need help with the activity program. A third may be dissatisfied with her method of teaching poetry. Such a scattering of attention will not suit the supervisor who loves uniformity and machine-like production. No machine method has yet produced a superior teaching personality.

The work of the school centers in the teacher; it can only reach its best when the teacher is at her best. Many teachers report that the supervision they receive places them under high pressure. Whatever the cause of this high pressure, it militates against the best results. Sometimes teachers break under the strain, but more often they just lose heart and become like poor driven animals, without spirit or direction of their own.

After all, teachers are human beings. They need encouragement. They need commendation for their best efforts. They often need advice and counseling. This is the supervisor's opportunity. The arguments for inspirational teaching, rather than drill and regimentation, are just as applicable to the supervision of teachers as it is to the teaching of pupils. The supervisor who approaches supervision as a person-process is more likely to secure permanent results, than the one who strives to be impersonal and objective in her approach.

Types of School Administration in the Middle Atlantic States

Ernest C. Witham, Rutgers University

PENNSYLVANIA

Pennsylvania has 2,585 school districts divided as follows:

First-class districts, (population 500,000 or more).....	2
Second-class districts, (population 30,000 to 500,000).....	20
Third-class districts, (population 5,000 to 30,000).....	261
Fourth-class districts, (population less than 5,000).....	2,302
Total.....	2,585

There are 360 professional superintendents of schools, and they are as follows:

First-class districts:	
Superintendents	2
Associates and assistants	19
Second-class districts:	
Superintendents	20
Assistants	4
Third-class districts:	
Superintendents	141
Assistants	3
County Superintendents	66
Assistants	105
Total	360

In addition to these officers, there are supervising principals found in the third- and fourth-class districts. The law says that "the board of school directors of any school district of the third and fourth class which has no district superintendent, may employ for a term not exceeding three years, a supervising principal of a part or all of the public schools of said school district."

Another way of classifying the Pennsylvania school districts is as follows:

Cities	46
Boroughs	915
Townships	1,564
Town	1
Independent Districts.....	57
Union Districts	2
Total	2,585

Three counties have been selected at random to show the number of school districts within them.

County	Number of districts by classes					Number of districts by other classifications				
	Total	1st Class	2nd Class	3rd Class	4th Class	City	Borough	Township	Town	Independent District
Bucks	55	0	0	3	52	0	23	31	0	1
Montgomery	66	0	2	8	56	0	24	38	0	4
York	72	0	1	2	69	1	35	35	0	1

In first-class districts school directors (school boards), 15 in number, are appointed by the judges of the Courts of Common Pleas of the county in which the school districts are located. In second-class districts, nine directors constitute the board, and they are elected at large. In third-class districts, seven directors make up the board, and they are elected at large. In fourth-class districts five directors constitute the board, and they are elected at large.

The county superintendents are elected by the school directors of the county for four-year terms. The number of assistant county superintendents is governed by the number of teachers to be supervised, as follows:

Up to 150 teachers.....	no county assistant supt.
151 to 350 teachers.....	1 county assistant supt.
351 to 600 teachers.....	2 county assistant supt.

This is the third of a series of articles describing the characteristic features of the state school administration in important groups of states. A fourth article will include states in the North-Central Section.—Editor.

For each additional 400 teachers over 600 another county superintendent is to be added to the force.

The duties of the county superintendents and their assistants are to visit the schools and to supervise and direct them; also to inspect the school property and to make the necessary reports to the boards of school directors.

The district superintendents are found in the first-, second-, and third-class districts; and are elected by the boards of school directors. "The directors of any school district required or electing to have a district superintendent of schools shall not participate in the election of a county superintendent, and the public schools of any district which has a district superintendent shall not be subjected to the superintendence or supervision of a county or an assistant county superintendent, but shall all be under the supervision of the district superintendent."

There is a paid secretary of the district who has general supervision of all business affairs of the school district. There is also a paid treasurer. In most cases, these two positions are not full-time jobs.

James N. Rule, Superintendent of Public Instruction in Pennsylvania, in a recent issue of the *New York Times* says:

"Economic conditions of the past few years have accomplished at least one good turn for Pennsylvania's public schools. They have thrown a revealing spotlight on the horse-and-buggy-era methods of school district organization and administration that have been in operation for a full century and have 'shown up' an unbalanced and inadequate system of school support.

"Although all public schools in Pennsylvania have been kept open during the depression years and conditions this year are improved over last, the public has come to see the advisability of fundamental changes to correct some outmoded customs. There are certain inequalities existing in our schools today which in the interest of economy, equalization, and efficiency should not be tolerated longer.

"Educational opportunities in Pennsylvania can never be equalized merely by increasing state appropriations. Considering all circumstances, in fact, state aid should not be increased in an effort to equalize the burden until a more competent, efficient, and money-saving type of organization is set up in the school districts of less than 5,000 population—of which Pennsylvania has more than 2,300."

WEST VIRGINIA

School matters have been paramount in West Virginia during the past few years; but things finally got so bad from a financial standpoint that instead of the usual step-by-step advancement made in the case of most states, there was a general scrapping of the old order, and almost an entirely new type of school administration was brought about all at once. Funds were insufficient, and in addition to raising additional revenue from new sources of taxation, it was decided to reorganize the school

system. The governor of the state led the fight. He convened the legislature in extraordinary session, and submitted to this body, a carefully outlined program to meet the emergency. In a letter to each member of the legislature the governor said:

"The plain facts are that local levies alone as fixed by the 'tax-limitation amendment' will not permit the conduct of local schools, nor the construction and maintenance of local roads. When the state assumes these services it must insist on immediate economies in organization that will husband and utilize every taxable resource. This is no time to permit select areas to set themselves apart for preferred treatment, merely because they enjoy the opportunities for self-development that the accident of wealth tends to bring; nor is it a time to indulge those local groups, who feel that years of extravagance have given them a vested interest in certain portions of the public revenue. This is above all a time for sharing what remains, and for conserving every resource."

There is naturally a keen interest throughout the country, in what West Virginia has been doing. She is the most recent state to go over from a district system with a weak county unit, to the ranks of the strong county unit states. In 1933, according to Ward W. Kee-secker (*School Life*, October, 1934), "All magisterial school districts, subdistricts, and independent school districts were abolished. The control and supervision of schools of each county were vested in a county board of education, consisting of five members elected by the voters for four-year overlapping terms; except that the state superintendent of free schools was directed to appoint the initial members of county boards to serve until their successors shall be elected and qualified."

Under the new plan, the county superintendent is selected by the county board, instead of being elected by the people; and he is the chief executive school officer of the county. These county superintendents must be college graduates, and must have had eight hours' credit in school administration, and at least two years' teaching experience.

The passage of the County Unit Bill and the General School Fund Bill has resulted in a great deal of consolidation. Many small one-room schools have been abandoned; and 11 per cent of the teachers have been eliminated. The latter bill restricts the number of teachers that may be employed in the counties. According to L. V. Cavins, of the State Department of Education (*Elementary School Journal*, January, 1904), "The bill proposes that the General School Fund shall pay the basic salary for four months for the number of teachers allotted by the specifications of the bill. The specifications are that an elementary-school teacher may be employed for each 18 pupils in average daily attendance in counties having an average daily attendance of from 1 to 5 pupils per square mile; it allows a teacher for each 22 pupils in counties having from 6 to 9 pupils per square mile; a teacher for every 25 pupils in counties having from 10 to 19 pupils per square mile; a teacher for each 30 pupils in counties having from 20 to 39 pupils per square mile; and a teacher for each 38 pupils in counties having 40 or more pupils per square mile." The schedule in table form is as follows:

Teachers Allowed on an A. D. A. Basis Per County

County with:

1 to 5 pupils.....	one teacher per 18 pupils
6 to 9 pupils.....	one teacher per 22 pupils
10 to 19 pupils.....	one teacher per 25 pupils
20 to 39 pupils.....	one teacher per 35 pupils
40 or more pupils.....	one teacher per 38 pupils

This is a new type of consolidation and equalization, which will be studied with great interest by other states.

It is only to be expected that such revolutionary changes in school administration would bring about considerable opposition; but to the impartial outsider, the West Virginia "stride" has been a great triumph for better schools for boys and girls in that commonwealth; and as far as can be learned the new county unit has made a good start; and is strongly backed by the substantial citizens of the state.

F. Ray Power, Assistant State Superintendent of West Virginia, in a conference of county superintendents in June, 1933, said that:

The old order has been swept aside and we are at the threshold of a new era. Instead of a school system composed of 346 magisterial districts and 55 independent districts, we now have 55 county districts which include the entire public-school system of our state. This change is so great and far-reaching that it is difficult for us at this time to comprehend all its consequences. I believe, however, that we are safe in predicting that our educational system will soon experience the most complete reorganization in its history.

He went on to say:

County superintendents were placed at a disadvantage in West Virginia under the old system. No group of schoolmen worked against as many obstacles. Your powers have been limited and poorly defined. Your office has been an elective one and in a sense political when you would have preferred that it be appointive and entirely professional. When you would have liked to have followed the policy of keeping the people in touch with the schools, you have been compelled to follow the policy of keeping the schools in touch with the public. The provisions of our general school laws prevented you from taking the position of educational leadership in your county which you should have liked to take.

Again he said:

West Virginia counties vary greatly in area and population. We have made an attempt to classify counties according to types and find that the number of assistant superintendents permitted under the county unit law will vary from one in the smaller counties to six in the largest county. The check shows that 46 counties will have only one assistant, three other counties will be permitted to have two, five will have three, and one county will have six. It is obvious that the most common type of organization will be the one with one assistant county superintendent.

Since there are likely to be a number of counties which will not have enough money to employ an assistant, we believe that we are likely to have about three general types of county organizations. They are as follows: (1) Counties without assistant county superintendents; (2) Counties with one assistant, which will be by far the largest group; and (3) Counties with two or more assistants.

MARYLAND

The county unit state, as defined in the United States Office of Education Bulletin, 1926, No. 22, *A Manual of Educational Legislation*, is as follows: "The county unit is the term applied to systems in which the schools in the county (city usually excepted) are organized as a single system under one board of education and supported largely by county funds."

New Jersey and Pennsylvania have the county-officer type of organization, but neither of these states qualify under the above definition as county unit states. Maryland, Virginia, and West Virginia are of the county-board type, and are real county unit states.

Maryland has a state board of education appointed by the governor. The members of

this board are appointed for seven-year periods. The county boards are also appointed by the governor. The term of office is for six years. The size of the county boards differs somewhat in the various counties. One county has a board of five, seven counties have boards of six, and fifteen counties have boards of three members only. Maryland has 24 units in its school organization made up of the 23 counties and the city of Baltimore.

The organization chart is after the *Maryland School Bulletin*, and is with the permission of State Superintendent Albert S. Cook.

Elect a county superintendent of schools, who serves as chief executive, secretary, and treasurer of the board.

Determine educational policies for county.

Prescribe rules and regulations for conduct and management of schools.

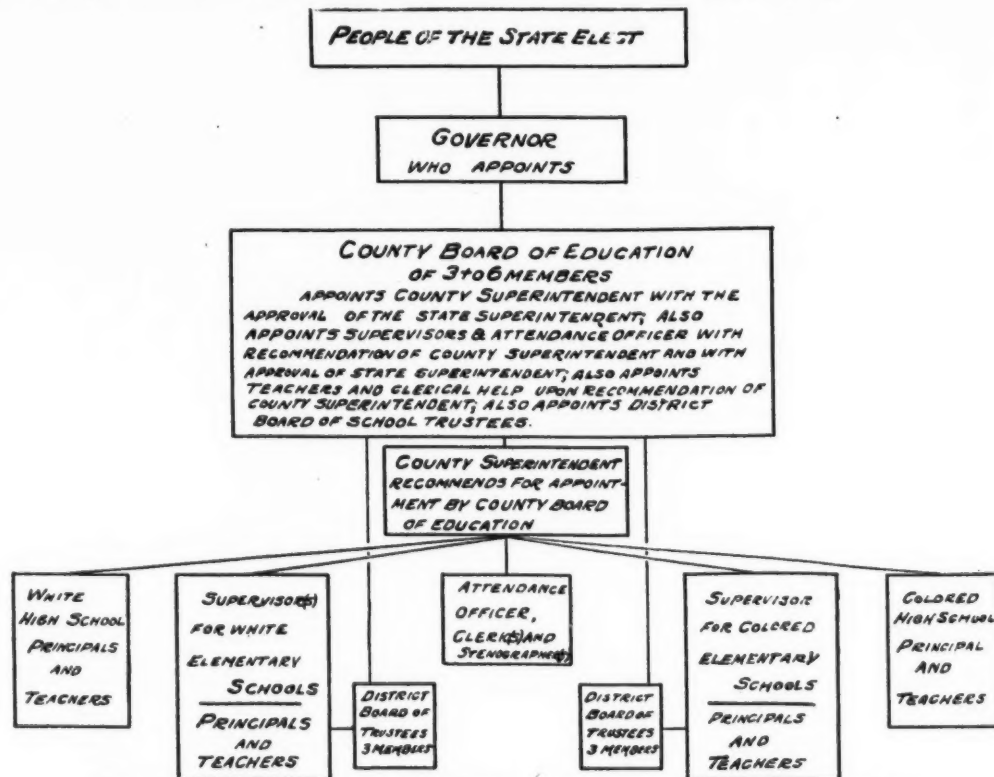
Promote interests of schools.

Control and supervise public-school system through the county superintendent and his professional assistants.

Inaugurate program for education of handicapped children.

Divide county into school districts.

Hold title of school property.



THE ADMINISTRATION OF COUNTY SCHOOL SYSTEMS IN MARYLAND WITH A SPECIAL REFERENCE TO THE ORGANIZATION AND FUNCTION OF THE PROFESSIONAL STAFF

State Superintendent Albert S. Cook says that, "The school systems for cities of the size of Cumberland, Hagerstown, and Frederick, with populations ranging from 40,000 to 15,000, are administered and supervised by the county superintendents of Alleghany, Washington, and Frederick counties, respectively, of which these cities are the county seats. No city in Maryland other than Baltimore has a separate city superintendent or a separate supervisory staff. Through the county unit plan the state has been able to secure adequate leadership and supervision for all of the county schools, both urban and rural, on the most economical basis possible; and the same salary schedule applies to teaching positions in every district in the county. Maryland has been able to guarantee equalization of educational opportunity to both rural and city children through this county unit plan of organization and the financial policy underlying its Equalization Fund. The county unit plan was established by the constitution of 1867."

The *Maryland School Bulletin* (January, 1934), says that, "the county superintendent of schools is the executive officer, secretary, and treasurer of the county board of education. As such he is required to attend all meetings of the board and of its committees, except when his own tenure, salary, or the administration of his office are under consideration. He has the right to advise on any question under consideration, but has not the right to vote."

The duties and powers of the county board of education, as given in this same bulletin, are worthy of careful consideration. They are very much like those laid down for progressive city boards of education. They are as follows:

Purchase or sell school grounds, school sites, and school buildings.

Rent, repair, improve, and construct school buildings.

Employ school architects.

Receive donations of school property.

Obtain title before building upon a site or occupying a donated house.

Condemn for school sites.

Maintain jointly schools on or near dividing line.

Provide proper water closets or outhouses.

Consolidate schools.

Purchase and distribute textbooks and other supplies and equipment.

Appoint teachers and fix salaries.

Suspend or dismiss teachers.

Prescribe and distribute county courses of study.

Grade and standardize schools.

Have school census taken.

Prepare county school budget with and on the advice of the county superintendent.

Have accounts audited and published.

Report to the state board of education.

Have annual report prepared and published.

Cause American flag to be displayed.

Establish colored schools.

Provide and equip office of county superintendent.

Provide transportation for county superintendent and his professional assistants.

Recommend teachers for retirement.

Consent to dismissing pupils or closing schools during school hours.

Appropriate library money.

Consent to use of school plant for certain purposes.

The list of powers and duties of the county superintendent in Maryland, as enumerated in the state bulletin, are also worthy of careful consideration. They are as follows:

Attend meetings of the county board of education and of its committees, and act as secretary to the board.

Act as treasurer, under bond, of the county board of education.

Execute school laws, rules, regulations, and policies.

Interpret school laws and by-laws.

Decide controversies and disputes.

Recommend repairs, purchase and sale of school sites and buildings, and employment of architects.

Prepare plans and specifications for school buildings.

Supervise remodeling and construction of buildings.

Approve contracts.

Issue provisional certificates.

Nominate teachers for appointment, assign to positions, transfer or suspend for cause, recommend for promotion or dismissal.

Visit schools, advise with teachers, counsel trustees.

Strive to awaken public interest and to improve educational conditions.

Grade and standardize schools.

Prepare courses of study.

Prepare lists of books, supplies, and equipment.

Nominate professional, clerical, statistical, and stenographic assistants.

Direct taking of school census.

Take initiative in preparation and presentation of annual school budget.

Conduct correspondence, receive and verify all reports from district trustees, principals, and teachers.

Deposit funds as treasurer to secure interest on daily balances.

Prepare annual report for county board of education and all other reports required of that board.

Aid in organization of teachers' associations.

Authority to grant use of school plant for certain purposes.

Consent to dismissing pupils or closing schools during school hours.

Classify teachers' certificates.

Consent to pupils attending schools in adjoining district.

Maryland still has school districts and district boards of school trustees. The members of these boards are appointed by the county board of education for three-year terms. The duties and powers of these district boards are listed as follows in the state bulletin:

- Consent to dismissing pupils or closing schools during school hours.

- Appoint a school janitor.

- Care of school property.

- Attend to incidental repairs.

- Receipt for school keys (chairman).

- Visit school, advise teachers, develop sentiment in support of schools.

- By unanimous vote, right to refuse to accept first two original assignments of teachers for any place.

- Right to file written charges requesting the removal of the principal teacher.

- Attend annual public exhibition, assist in judging, and award prizes.

- See that water closets or outhouses are kept in proper condition.

- Authority to grant use of school plant for certain purposes.

- Co-operate with teachers in establishing school libraries and in selecting library books.

- Encourage improvement of school buildings and grounds.

- Suspend and expel pupils.

This last unit has no vital powers to perform, and appears to be in the class of the vermiform appendix. At one time it probably played an important part in the school organization.

VIRGINIA

The Virginia public-school system is administered by a state board of education, a superintendent of public instruction, division superintendents of schools, the county boards, and the city school boards. There are 100 counties in Virginia, and there are from 2 to 10 districts in each county. The total number of districts is 498, and the total number of trustees is 1,494, or three for each district. In addition to the above there are 100 trustee electoral boards, and 300 trustee electoral board members.

In each county there is a school-trustee board composed of three members, appointed by the circuit court of the county. Each member receives two dollars a day for each day actually

employed. The principal duty of the school-trustee electoral board is the appointment of district school trustees. Each county has a school board made up of one member appointed from each school district in the county by the school-trustee election board.

According to one of the surveys, "Virginia belongs to that relatively small group of states which provide for school administration in noncity districts through a combination of county and district units of organization, and through administrative agencies, some of which represent the entire county, while others represent different districts of the county."

The state board of education has divided the state into appropriate school divisions. These divisions comprise one or more counties or cities. At the head of each of these divisions there is a division superintendent of schools appointed by the school board for a three-year term. There are 86 noncity divisions and 20 city divisions. The 86 noncity divisions are made up as follows:

- 73 divisions with a single county

- 12 divisions with 2 counties

- 1 division with 3 counties

The state board of education consists of seven members, appointed by the governor, subject to confirmation by the general assembly. The term of appointment is for four years. The state superintendent is *ex officio* a member of all the governing boards of all the educational institutions receiving appropriations from the state.

The state board of education has the following duties and powers as set forth in the school code:

1. To establish and require of each locality a modern system of accounting for all school funds.

2. To divide the state into school divisions.

3. To fix the powers and duties of division superintendents.

4. To select textbooks and educational appliances.

5. To enter into written contract with publishers; contract shall set forth lowest wholesale price F.O.B. publisher.

6. May provide that publisher sell direct to local school boards; may stipulate that local school board may furnish textbooks to children free or at wholesale prices; may stipulate that county and city boards shall designate agents; agents to furnish bond.

7. Central depository may be authorized.

8. To approve plans of state superintendent for apportionment of school funds.

9. Acts as board of vocational education, promoting agriculture, home economics, trades and industries.

10. To establish industrial, agricultural, household arts, and commercial schools.

The superintendent of public instruction is appointed by the governor, subject to confirmation by the general assembly, for a term co-incident with that of the governor.

The school board or boards of each school division appoints a division superintendent for a term of four years. He is selected from a list of eligibles certified by the state board. Federal, state, and county officers are not eligible to the office of division superintendent of schools. The division superintendent prepares an estimate of money needed for next year and requests the board of supervision to, "fix such a school levy as will net an amount necessary for the operation of the schools."

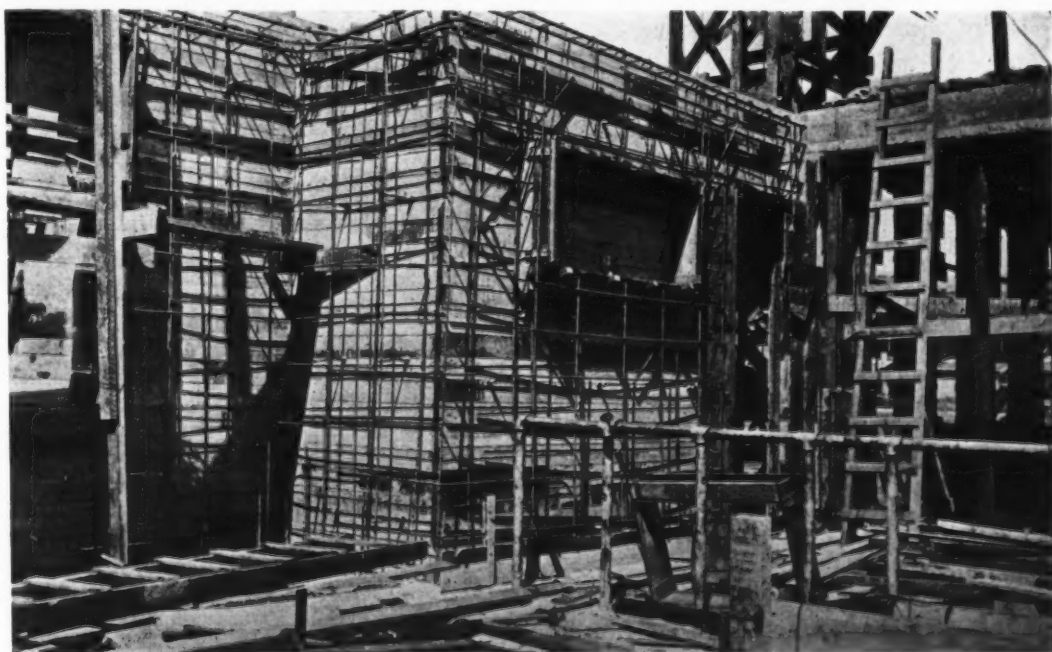
It is the duty of the school board to make local regulations for the conduct of the schools, and to employ and dismiss teachers.

The division superintendent has authority to assign and reassign all teachers and principals to their positions, provided reassignments do not affect the salaries.

School administrators of other states may have some difficulty in understanding the Virginia pattern because of the "wheel within a wheel" arrangement. There is a local school committee for each schoolhouse. This local school committee is appointed by the school board and consists of not more than three members for each schoolhouse. The duty of this local committee is to "advise the members of the board with reference to matters pertaining to the local school, and to co-operate with the board in provisions for the care of the school property and for the successful operation of the school."

In the Virginia cities, the city councils, except as otherwise provided for by city charters, appoint three trustees for each school district in the cities. The division superintendent of a city is paid from the state like all other division superintendents. He may however, be given additional remuneration by the city council.

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Now Let the Earthquake Come

The Fillmore Union Grammar School at Fillmore, Calif., is enjoying the services of a new five-room annex, built during the past summer for grades one and two.

The annex is built according to the new laws and specifications under a state law passed as the result of the Long Beach earthquake. A total of 35 tons of

steel were used in the cement walls of the five classrooms of the Fillmore School.

The school authorities believe that the new types of walls are fairly conducive to good schoolwork. Unusual results in instructional activities have been achieved. In one first grade, the class average in arithmetic was 96.36 and only three children fell below 90 per cent.

School-Board Members Who *are* Making

C. V. WARFIELD Member, Board of Education, Omaha, Nebraska

Mr. Warfield was appointed a member of the board of education in January, 1914, to complete an unexpired term of office. This was before South Omaha became a part of Omaha.



MR. C. V. WARFIELD
Member, Board of Education,
Omaha, Nebraska.

Since then Mr. Warfield, as a member of the board, has seen the Omaha school district extend to include Benson, Dundee, and Florence.

Mr. Warfield has been regularly re-elected to the office from 1916 to the present time. Each election in Omaha is for a four-year period. He served as vice-president of the board from 1918 to 1926, inclusive. Time and again he has refused to accept the presidency of the board, preferring modestly to serve in minor capacities. Mr. Warfield was chairman of the committee on buildings and grounds from February, 1917, to December, 1926, and again from January, 1929, to January, 1933, when the board abolished committees to operate under the committee-of-the-whole plan. The law requires a committee on claims, and Mr. Warfield during 1934 has been chairman of this committee.

During Mr. Warfield's service as chairman of the committee on buildings and grounds there were erected sixteen new elementary school buildings, eleven additions to elementary schools, three new senior high schools, including the \$3,000,000 Omaha Technical High School, and additions to two high schools. During this period more than \$10,000,000 was spent for needed buildings and equipment under the efficient direction of Chairman Warfield and his committee.

Mr. Warfield is a successful business man in Omaha. His main pastime is service on the board of education. He has at heart the welfare of the boys and girls in the Omaha public schools. He has always stood for those things which contributed best to fine service in the schools. He has advocated good and sanitary buildings and adequate playgrounds. He has stood for well-trained teachers, adequately paid. He has never swerved once from the path which he thought was right and best for the schools no matter what the pressure may have

been from outside groups. He is fearless in making his decisions for the good of the public schools. As dean of the Omaha board of education, Mr. Warfield has rendered an outstanding service to the city of Omaha.

MRS. G. H. WENTZ Member, Board of Education, Lincoln, Nebraska

Mrs. G. H. Wentz has served as a member of the Lincoln board of education since 1927, and as vice-president of the board since 1931. Her interest in the schools is of long standing, for she herself attended and graduated from Lincoln High School, her two sons received their elementary- and high-school education in the same schools, and six grandchildren ranging in age from 6 to 17 now attend the schools.

Mrs. Wentz probably had more to do with organizing the Parent-Teacher Association in Nebraska than any other person, and has been an active worker in the organization since its foundation. It was in her home district that the first P. T. A. in Lincoln was formed, and for the first six years of its existence Mrs. Wentz was its president. When 17 associations in local districts united to form a city-wide federation, Mrs. Wentz became the first president of the Lincoln Council. In 1922 she became the first



MRS. G. H. WENTZ
Member, Board of Education,
Lincoln, Nebraska.

state president of the Nebraska Congress of Parents and Teachers, which position she held four years. During this period she was also a member of the board of the national organization. She has served in various capacities since that time, at present being State Day chairman.

Perhaps the achievement in which Mrs. Wentz takes most satisfaction is the foundation of State Day in Nebraska. The idea was a natural outgrowth of her experiences as P. T. A. organizer by means of which she came to know the state thoroughly. The more she saw of the state the greater became her admiration for its people and for their opportunities. Why not do something which might help the people to know their own state better? With the co-operation of the Nebraska Congress of Parents and Teachers and other civic groups, she secured in 1931 the enactment of a law designating March 1, the anniversary of Nebraska's admission as a state, as State Day.

The law provides that the governor shall issue a proclamation each year calling upon public schools and citizens of Nebraska to observe this day as a patriotic day, and that he shall recommend that suitable exercises referring to Nebraska pioneers, Nebraska resources, and Nebraska history be held in all schools.

In furtherance of this plan to bring about greater knowledge of and deeper loyalty to the state, Mrs. Wentz and Mrs. Fred R. Easterday of Lincoln compiled a booklet, entitled *Know Nebraska*. Another enterprise similar in purpose which Mrs. Wentz has shared with her husband, Mr. G. H. Wentz, is the preparation of a series of motion pictures on the history and geography of Nebraska, which is being made available for use by schools and other organizations.

While Mrs. Wentz is probably best known for her service in the field of education and with organizations whose purposes are primarily educational, she has taken an active part in the work of numerous other civic and religious organizations. An avocation which she enjoys and to which she formerly devoted considerable time is landscape painting. During the past few years she has not found it possible to devote as much time to this interest as she would like for the reason that her educational and civic work has claimed so large a share of her time.

MR. LYNN THOMPSON Member, Minneapolis Board of Education

Mr. Lynn Thompson has served as a member of the Minneapolis board of education for thirteen years. In 1933, he was re-elected to the board for six years, which will make a total of eighteen years of service at the end of his present term, in 1939. He is the oldest member of the board in point of service.

During his long period of service, Mr. Thompson has battled constantly for the rights of teachers, yet has demanded high standards of teaching efficiency. He has been an outstanding champion of teachers' tenure, and has always been in favor of paying teachers and principals salaries which would make them independent. Since he has been a builder, he has been able to render wise counsel in the con-



MR. LYNN THOMPSON
President of the Board of Education,
Minneapolis.

Educational History in American Cities

struction of new buildings and the maintenance and operation of old ones.

Mr. Thompson was raised on a farm in Michigan, but has been a resident of Minnesota for 22 years. Since his youth, he has been active in progressive politics. As the organizer and secretary of the Minnesota Junior Taxpayers' Association, he is working for legislative action both in the state legislature and in national congress to adequately finance the public schools and at the same time to relieve the tax burden on farms and homes. The financial needs of the schools are being brought before candidates for the legislature and congress in such a way that each one has to declare himself on this important issue before election.

THOMAS FITZGERALD President, Board of Education, Albany, New York

Mr. Fitzgerald was appointed a member of the board of education on February 1, 1926, and reappointed for another six-year term on February 1, 1932. He was elected president of the board on January 5, 1932. Mr. Fitzgerald is well known in financial circles throughout the state, and prior to his appointment to the board of education served as comptroller of the city of Albany and as deputy state comptroller. He has served continuously as a member of the Albany Port Commission since that body was organized.

With the inception of the "Port of Albany" idea several years ago the city took on new life. Building projects were launched, a new source of water supply was developed, and one of the finest airports in the country was built. In line with this progressive trend, Mr. Fitzgerald, upon being appointed to the board of education, immediately began a campaign for the modernization and reorganization of the public-school system. His ideas were adopted by his associates on the board and the present plan of organization was established to meet the needs of a modern city in its program of growth and expansion.

Mr. Fitzgerald's knowledge and long experience in the field of finance have been invaluable to the school system. Because of his wise counsel the Albany school system has passed through the present period of stress without curtailment



MR. THOMAS FITZGERALD
President, Board of Education,
Albany, New York.

of school service rendered the children and without reduction in teachers' salaries.

EDWIN L. HETTINGER President, Board of Education, Reading, Pennsylvania

In terms of years of service, Mr. Edwin L. Hettinger is the second oldest member of the Reading, Pa., board of school directors. He has served for thirteen years as a member of that body and was elevated to the presidency in December, 1933. For many years he was chairman of the finance committee and was directly responsible for a very thorough school-accounting system introduced some years ago.

Mr. Hettinger is a graduate of the Reading high school and is very familiar with the needs of the community. He served as president of the High School Alumni Association and continues to take an active interest as a member of the executive board. He is interested in the fundamentals, is progressive in his viewpoint, and is keenly and actively engaged in the interest of the welfare of the community.

As a scientist, particularly in the field of glass, his judgment and advice are sought by outstanding leaders. He is a member of the glass division of the American Ceramic Society and a member of the American Chemical Society.



MR. EDWIN L. HETTINGER
President, Board of School Directors,
Reading, Pennsylvania.

He has been for many years Research Director of the Willson Products, Inc.

Mr. and Mrs. Hettinger have two children, namely, Dr. Herman S. Hettinger of the Wharton School faculty of the University of Pennsylvania and author of *A Decade of Radio Advertising*, and Mrs. Walter Denkhaus, Philadelphia, formerly a teacher in the Reading senior high school.

ROBERT L. MEHORNAY President of the Board of Education of Kansas City, Missouri

At a meeting of the board of education of Kansas City, Missouri, held on February 7, 1935, the formal resignation of Mr. Edwin C. Meservey as a member of the board was received. Mr. Meservey, who resigned because of ill health, had been a member of the board for twelve years and president for seven years.

Mr. Meservey rendered outstanding service on the board and his resignation is deeply regretted by his colleagues and by the citizens of Kansas City.

At the same meeting on February 7, the vacancy on the board was filled by the appointment of Mr. Herman M. Langworthy. Mr.



MR. ROBERT L. MEHORNAY
President, Board of Education,
Kansas City, Missouri.

Robert L. Mehornay who has been a member of the board since 1930, was elected president. Mr. Mehornay is a native son of Kansas City, born in Kansas City 46 years ago. He was graduated from the Woodland Elementary School and Central High School. Later he was graduated from the University of Michigan. He has been in business in Kansas City for 24 years, and at the present time is chief executive of the North-Mehornay Furniture Company. The other members of the board elected Mr. Mehornay as their president in recognition of his interest in educational matters and his ability as an executive.

The board of education of Kansas City has always been free from politics. Its membership has been equally divided between the two leading political parties and being so constituted is not inclined to allow any political activity within its body. But the board, however, has been composed of citizens who are interested in education and not in politics, and who as a board, realize that the schools exist for the children and for the children only.

In professional matters, such as the organization of schools, the employment of teachers, appointment and promotion of principals, the board has held that these should be accomplished under the advice or direction of the superintendent and his staff. The members of the board have never sought to have particular individuals appointed as teachers, because they happen to be friends or relatives of board members, or because of pressure by friends and relatives of applicants. The board has always demanded that teachers be selected, and that promotions be made, on the basis of merit. The theory has ever been to hire a superintendent, and to provide him with a staff whose function it is to select teachers and manage the schools. The board has reserved to itself the task of making rules and regulations govern-

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Equipment Specifications for High Schools: Their Use and Improvement

Ray E. Cheney, Superintendent of Schools, Escanaba, Michigan

Much has been written during the past twenty years on the subject of school-building planning, and during that period many changes have come about in this important field—changes which have resulted in economy in building costs, greater efficiency in the operation of the plant, better utilization of space, careful provisions for safety, reduction in yearly maintenance costs, and flexibility in meeting the requirements of the school program. Much of the credit for these developments should be given to professional school executives who have taken the trouble to study the problem intensively, though their success must be shared with certain architects who were interested in developing this particular field.

Under the old system a board of education made known its intention to build a school plant, and from the many architects who applied one was selected to carry out the program. Selection was usually made on the basis of sketches submitted by the applicants. These sketches, usually very imposing, reflected the architect's idea of a beautiful building though there was little attempt to justify it in the light of the needs of the particular community or school. After the architect was hired the responsibility of the board of education and superintendent of schools virtually ceased though the latter was called upon to give the number of classrooms needed; even this important requirement was not always considered and many school buildings were constructed in which classroom needs varied as much as 50 per cent from the number of rooms furnished.

Under a modern school-building-planning program the local school officials control the situation through all its stages. The successive steps in the program may be stated as follows:

1. Analysis of building requirements from standpoint of
 - a) type of school organization adopted in city,
 - b) congested areas which demand supplemental housing facilities,
 - c) probable enrollment to be immediately housed and future maximum enrollment,
 - d) type of school program to be offered.

2. After these problems have been solved, the next step is to develop a "statement of need," expressed in terms of rooms for all purposes. In setting up these requirements, the school executive cannot be too specific. The architect will wish to know the number of rooms required, but he will also wish to know their sizes, their desired locations, and their special features.

Naturally, one of the results of the modern trend in school-building construction has been the development of the special room and the elimination of the so-called standard classroom. We no longer refer to classrooms as such; they are art rooms, music rooms, science rooms, English rooms, and speech rooms.

The Selection of Special Equipment

All of the specialization has, of course, led directly to a demand for special equipment for each of these rooms, and the problem of selecting this equipment is a very real one for the school executive who wishes to spend wisely the money intrusted to him by the public.

Even a casual study of the methods used in purchasing school equipment is enough to convince one that this phase of the building program has not kept pace with building construction, and this is not surprising for the

problem is usually left to one of the school officials as an extra assignment to be carried on during out-of-school time.

Methods of purchase vary greatly with school systems, but there are at least six procedures that are common enough to merit mention here. They may be classified as follows:

1. From the representative or catalog of a manufacturer or jobber without reference to prices or quality of product of other firms.
2. From the representative or catalog of a manufacturer or jobber after checking prices and quality of product with those of other firms.
3. On sealed bids, each firm offering what it thinks the school official is most likely to buy.
4. On sealed bids based on a specification, setting forth the quality of the article to be purchased by naming an acceptable standard in the catalog of a mentioned firm.
5. On sealed bids based on a definite specification in part and a catalog number in part.
6. On sealed bids based on a definite specification which states in detail just how the article is to be made, of what materials it is to be made, the finish to be used, and the workmanship to be employed.

Certainly one cannot justify quantity purchases by any one of these first three methods, so time need be taken to discuss only the last three. Of these, method four is most commonly used according to statements received from school officials in over seventy large cities. Several of these officials have admitted that they cannot justify this method as against method six but state that the complete specification in actual practice is a difficult proposition to handle.

Method five is most commonly used where standard equipment must be modified to meet certain local conditions. The official using this method usually wishes to buy standardized equipment because of its attractive price but is forced by circumstances to set up special requirements.

An examination of a large number of equipment specifications indicates that method six is not generally used; school executives prefer to set up specifications by catalog number, but usually add special requirements to fit their individual needs. That these requirements are not uniform is shown by a study involving 23 sets of specifications. In these it was found that no single requirement appeared in more than 16 sets, and out of a total of 742 different requirements, only 327 appear in more than one specification. This seems to indicate that writers of equipment specifications are not in agreement on what is essential to a specification.

Meeting Specification Requirements

In order to determine the extent to which purchasers of school equipment are able to get what they ask for in a specification, visits were made to seventeen school buildings, recently equipped, for which the specifications were available. In each case the specifications were taken into the various rooms, and the equipment found in the room was checked against the requirements of that document. The lack of agreement was so general that one is probably justified in saying that purchasers of school equipment do not as a rule get what they ask for in a specification.

Visits to five of the largest manufacturers of science-laboratory equipment brought out the

fact that they cannot afford to follow specification requirements too closely. Often these requirements are written to agree with factory processes used by a certain manufacturer. If other bidders "junk" their own methods to follow requirements set up, they cannot hope to make a price that will get consideration in the bidding. Furthermore, they feel justified in departing from the requirements, for most specification requirements have very little to justify them from a scientific standpoint.

The whole problem of equipment purchases can be stated as follows:

1. Modern school-building planning calls for classrooms designed for special subjects.
2. This specialization has created a demand for special equipment.
3. A study of specifications seems to indicate that purchasers of special equipment are not in agreement on what should be required in a piece of furniture; this applies to material, dimensions of stock, finish, workmanship, and hardware.

4. Manufacturers object to meeting specification requirements which they know to be no better than their own factory processes and in many cases inferior to them.

5. Manufacturers not infrequently ignore specification requirements for reasons given under paragraph four and in order to bid in competition at a price that will be attractive.

Because of the lack of scientific information on the subject of furniture construction it seems that school executives should be less specific in setting up requirements. On the other hand, they should be specific in requiring manufacturers to tell just how a piece of furniture is to be constructed. Such a procedure will give freedom to the bidder, but it will also furnish the buyer with complete information on the article which the bidder proposes to furnish at a specified price. A study of the catalog of any school-equipment company will furnish sufficient evidence to prove that no manufacturer gives complete information on any article that is offered for sale.

If the prospective buyer has no more information than is given in the catalog or by the representative of the firm, he will be quite unable to compare values of competing bidders.

It would seem logical that the specification now in use can be of very little value until standards have been established in such fields as material, finish, and workmanship, and until that time the would-be purchaser should make use of a type of specification that will compel bidders to tell the whole story concerning the articles they propose to furnish.

This specification might be called *Specification in Blank or Completion Form of Specification*.

Without attempting to make a complete specification, the following is given as suggestive of what might be done in the purchase of chairs. Attention is called to the fact that this outline deals with construction only. To complete it would require the inclusion of the other divisions of a specification; namely, general conditions of bidding, materials, and finish.

Construction—Chairs

Requirements of Purchaser

Chairs to have a seat height of 16 in.

Seat to be saddle type, solid wood.

Bidder to fill in following for information of purchaser

Seat:

width...in., depth...in., thickness...in., width of strips in seat...in., kind of joint....

Legs, front:

dimensions at seat...in., by...in.

dimensions at foot...in. by...in.

Legs, back:

dimensions at seat...in. by...in.

dimensions at foot...in. by...in.

dimensions at top...in. by...in.

height above seat...in.

cut to shape...or steam bent....

Rails, under seat: width...in., thickness...in.

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Commencements I Have Seen

Brooke W. Hills

The first page bore these italicized words:

To those whose hearts are young and whose feet walk the daisied fields of June.

Mr. H. R. Horben, president of the Lordene Board of Education, concerning whom I had considerable to say in a past issue of this magazine, looked up from the typed copy of the high-school commencement program which I, a very young man, had turned confidently over to him. He hesitated a moment; and then, with that premonitory clearing of his throat I had learned to recognize, observed,

"I thought you said this was to be a commencement. Sounds at the start more like a memorial service."

His words hit me in a tender spot, I assure you. This was a fine class; I was very fond of these young people who were about to graduate. Toward them I had a sentimental feeling, not only for what they had accomplished in their four years of high-school life, but on account of the warm friendship I knew existed among us. I'd spent a lot of time the previous few weeks in preparing a series of pleasant things to say about them; yet here, the first crack out of the box, this practical business man had brought me back to earth with a single remark, had suddenly reminded me that other people might not appreciate my dip into blank verse, well meant though it was. . . . His own son a member of the class. . . . He was very proud of this boy, deservedly so, as I well knew. . . . Yet he didn't want him sentimentalized over. . . . Mr. Horben knew what he was talking about.

After a moment's mortified silence, "Mr. Hills, I want to tell you a little story, and maybe you'll see why I spoke so brusquely."

"One of my customers, a man with a good deal of money, lives about twenty miles up the bay from the city. Two or three years ago he bought a good-sized power yacht, hired a crew, laid in a couple of navy-blue coats with brass buttons and several pairs of white-duck trousers, and started commuting to his office by boat. When he reaches the pier, he slips into his business suit, hops into a taxi, goes over to the Exchange, and puts in a pleasant five hours or so turning a lot of small bank notes into a corresponding number of big ones. The day's work ended at three o'clock or thereabouts, he returns to his yacht, with the operation of which he is about as familiar as the average man is with deep-sea diving, switches back into his sailor suit, and coming out on deck sits down in a big wicker chair near the stern. One of his attendants then hands him a cigar; another lights it for him. These preparations for the trip home having been completed, he glances severely at the crew lined up before him, takes his cigar from his mouth, waves his hands and indignantly shouts,

"Vell, vot's the matter? Vy don't you fellers commence?"

"A minute later they are in midstream on their way back."

There was the old twinkle in Mr. Horben's eye, that twinkle which so often had reassured me after some merited criticism. He rose to his feet.

"Just as a suggestion, Mr. Hills. Why don't you 'commence' them and be done with it? Boys and girls don't enjoy seeing their emotions paraded publicly; don't forget that."

Then he was gone, gone even before I had hurled that foolish bit of mistaken sentimentality into the wastebasket. These young people seemed to enjoy their graduation as much as it the wording of the program and the superintendent's address of affectionate farewell had

gone ahead as originally planned. As usual, Mr. Horben was right.

And now once more it's March, the first of March, 1935. Three months down to the end of the school year, three months away from those closing exercises which custom and our own wishes dictate should be held. . . . It's a fine class this year; it always is a fine class each year! They have earned a worth-while, suitable recognition at the time of their taking-off. True; and what shall we plan for them?

No matter how long we may have been in the harness, ourselves, we all know this entire commencement proposition is a real proposition. It always is; always it represents one of the big moments in the lives of these boys and girls. Here, in our town, we've tried this and we've tried that in our effort to measure up to a situation we are more than anxious to meet fully. We've tried out about everything our collective ingenuity can devise. We have consulted with others; we have observed here, there, and everywhere. At last we have found what we were looking for all this while. Our solution has stood up under seven years' fair trial. That's why this is being written; we feel we can answer this question.

Each year at this time, inevitably I find myself reviewing some of these commencements I have seen, reviewing many of those in which I have participated, a half-guilty smile on my face as the panorama passes across my mind. Some of these past skirmishes on this old campground of commencement stand out vividly as I recall them.

A Small Boy's Experience

"To commence," then, . . .

A good many years ago I remember having attended a teachers' institute, held in the assembly room of the high-school building in a city not far away from the place where my father was superintendent of schools. Just how far back this occasion dates may be shown, possibly, by the fact that in those days the public school had not yet dignified that large room on the second floor with the title, "the auditorium."

Exactly why my parents ever took me to this meeting is something I have yet to determine. Probably they had some ideas which were based on the general thesis that an eleven-year-old squirming youngster would be a good deal safer, considerably less of a risk, if he spent the day in the custody of his wondering what-on-earth-will-that-boy-do-next elders, rather than for them to take a chance on what they might find at the time of their return. I am inclined to believe most of our neighbors were enthusiastically in favor of this pilgrimage; if there were any regrets among them, I am sure they were sorry only that these out-of-town institutes did not take place more often, and that more small boys were not included in the party. This, however, is purely a matter of speculation.

The main point is, that I found myself at ten o'clock of a Saturday morning slapped down on a hard seat among a lot of bewhiskered intellectuals, wondering to myself what some of those tough titles on the program to be presented that day might mean. Frankly, I am still wondering, and I fancy a lot of other

Mr. Hills' account of the adventures of Mr. Hamilton under the title "New Doctrine for Monroe," will be continued in the April issue of the Journal.—Editor.

school folks are, too, if they were but honest enough to admit it.

The fact is, the schools in this city were just about ready with their preparations for the grand finale which marks the end of the academic year; and to give a demonstration of what effect a twelve-year incarceration within their classic halls might have on the youth of the land, a considerable part of the time laid out for the Institute was given over to a preview of some of the high lights of the program which was to be sprung on the parents of that year's graduating class.

So far as I know, everyone except myself in that day's congregation thoroughly enjoyed the exhibition; at least, there was a great deal of applause following the efforts of a tall, angular young woman, who directed a group of boys wearing their best suits in the rendition of a nautical ditty entitled "Anchored." In my innocence, perhaps, I applauded longer than anyone else, and was rewarded with a dirty look from a chorister about my own age, on whose face was clearly written an overwhelming desire to try to alter the looks of that stranger boy who was glad to see another boy in a scrape and a collar that hurt his neck.

I recall, too, the outburst of enthusiasm which followed a very dramatic account of a terrible predicament which someone or other by the name of "Lasca" got into somewhere down by the Rio Grande. The girl responsible was rewarded with a couple of curtain calls, and probably went home more than ever fixed in her ambition to continue her career in some high-class training school for the stage.

Cheerio! I comfort myself now with the thought that such well-known celebrities as Claudette Colbert or Joan Crawford may have got their first impulses Hollywoodwards in some such academic atmosphere. Of this, I am not sure, of course, although I wouldn't put it past them.

There were other tidbits set before the visitors. What they were I don't now recall, and I hope I never shall. But I do remember the smashing conclusion of the entire demonstration, when there suddenly appeared, blazoned in electric letters high up on the proscenium arch above the heads of the assembled class, the significant phrase,

FINISHING, YET BEGINNING.

This just about brought down the house. The principal, a short, rather fat, perspiring individual, modestly raised his hand to still the tumult, after permitting its considerable continuance, and in a short, well-chosen series of remarks lasting about ten minutes, explained how the inspiration for this unique exhibition of the motto of the graduating class had come to him. I remember I was disappointed; I thought those shining words meant that the affair was about over, and that it was time for lunch. Right then and there I reached the conclusion I was not exactly sure what Commencements might mean, but anyway, having been fooled once, henceforth I was agin' them. It was a serious mistake for me to make that observation on the way home late that afternoon; it resulted in my being sent to a teacher of elocution for ten lessons, and later on being hauled up in front of admiring family friends and relatives, to say nothing of various Sunday School entertainments and the like, to demonstrate what can be done with a small boy. . . . On second thought, I think the preposition I have just used is the wrong word; it should be, "What can be done to a boy."

While this was my first personal experience

with that great American institution—the High School Commencement—it was not my last, in spite of my fixed ideas on the subject. Time marched along and brought me down to my own graduation. I found myself perched in a chair in another assembly room, facing a fan-waving audience, trying my best to look at ease in a hired dress-suit, noting with grim interest the broad smiles of a number of my associates on the football team, who, with a year or so left in school, were seated in the front row of spectators. Yes, here I was, wondering why on earth they had to make a show of us instead of giving us our diplomas and letting us go.

A Young "Orator"

But what had we to say about it? Nothing. It was our job to go through with it, and try to keep our standards as high in these, our closing exercises, as we had gladly undertaken to do in other much more congenial endeavors. I don't know what the girls thought; maybe they enjoyed it. I know I didn't. What made matters a lot worse, personally, was the unhappy fact I had been selected as one of the "young orators" on the program. This last epithet was one bestowed by the editor of the local daily in his annual Commencement edition.

Since I was a "Classical" graduate, having been put in this category because I had managed to pass four years of Latin, I was obliged to tack a Latin title to my effort. And since I had shown considerable interest in athletics, I was permitted to expatiate on the unique idea of a sound mind in a sound body. It never had occurred to me that my body was anything but sound. Of that I was pretty sure. But after the English Department had finished tinkering with my original speech, after I had learned and unlearned its various revisions, whatever there was left of my mind—always assuming I had one in the first place—was just about as befuddled as that of the eminent Mr. Stiggins at the temperance meeting, as related by the late Charles Dickens. Other young orators, I am sure, have had the same experience.

Tam Marti Quam Mercurio.

Now that's a fine thing for a healthy 17-year-old boy to bring to the attention of a lot of nice people on a hot June night, isn't it! Yet, believe it or not, that was what was expected of me.

"As much for war as for literature. That was the motto of George Gascoigne, a prominent figure in that ever-fascinating period when knighthood was in flower." Quoted word for word after all these years! To bring matters down to date, I wound up with the soul-stirring flourish, "The greatest exemplification of all that I have said—the statesman, the scholar, the athlete, Theodore Roosevelt!" In this Republican stronghold the remark made a hit.

My excuse to the boys the next day for saying such things was the alibi that the teacher put all this into the speech and made me learn it. The local editor's comment on my effort, aside from printing my picture and predicting a bright future for me, was, that I "spoke with a well-nigh perfect delivery." I am now of the opinion that the gentleman's statement may have been prejudiced a little by his decided political leanings.

In the entire program that evening there was only one bright spot, so far as my own feelings were concerned. Another young orator, still a good friend of mine in spite of an acquired relationship, was given the enjoyable opportunity to entertain the audience with an interesting dissertation entitled, "From Acorn to Oak." When he rose to speak he was so worried lest a spot on his dress-shirt bought for the occasion would show, that he got his

title mixed up, and started in by saying in a loud, confident voice,

"My subject, ladies and gentlemen, 'From Oaks to Acorns.'"

Immediately there were derisive giggles from the sturdy athletes in the audience, which were not particularly lessened when he glared around, and started in all over again. This time he got the title right, right enough so the editor gave him a hand the next day, also, stating that "there was food for thought" in his speech. . . . Maybe there was.

Well, anyway, at the conclusion of the ceremonies I received a diploma, and along with this document a still more fixed idea that this was the last time I'd ever go near an affair of this kind again. But,

Time marches on!

It kept marching on across four years of college, past the time when I listened to the usual Latin salutatory which nobody can ever understand, except the fellow who wrote it, but which everybody says is just wonderful. Past the tearful valedictory from a young gentleman who had burned a lot more electric light than the rest of us—we, poor wights, trying to preserve the dignity of the occasion, and wishing they'd hurry up and let us chuck our caps and gowns, and get back to normal and our girls in the audience. . . . Well, Time marched me along until . . .

By George! I found myself back on the same platform where I had performed as a young orator six years before. Only, this time I sat with the faculty, close to and adjoining the local School Fathers; this august body was dolled up for the occasion in dress-suits, the same as the graduates—an elegant and timely garb for the sort of weather we generally have the last two weeks of school. Why, in this community and so many others, this exploiting of a school board is still a sacred custom, is hard to explain; maybe it is to give the taxpayers out in front an idea of what the gang looks like that pulls off so much dirty work at the crossroads each year when the budget is made up. Here is not the place to consider this question, much as we might like to inquire into the matter. The main point is, they were there, each looking as entirely unconcerned as any normal man would when thrust into his sudden prominence. Each wishing he was home on his own cool side-porch, with a tall tumbler of iced tea at his elbow, yet each determined to go through with it if it killed him. In front of them, and a little at the side, where custom dictates the superintendent of schools and the high-school principal are to be given parking space, was seated the Commencement speaker, a local spellbinder, brought in for the occasion.

Mr. Malaprop's Speech

You, yourself, can give a pretty fair guess at most of his remarks, since when you've heard one Commencement address to the graduates, you've heard them all. The one original thing he did say is something so new it should be copyrighted. For, after bringing out the interesting geographical fact that beyond the Alps lies Italy, he observed,

My dear young friends, fight your way ahead over these obstacles that lie in front of you, as did Hannibal of old. Take your dauntless way through life. Be like so many *irresistible glass ears*, pushing your course to the sea that lies beyond, that mighty sea on which you are to launch your barks tonight.

"Glass ears?" What in heaven's name was that? I couldn't understand, and yet, the next minute, came that same expression, "Irresistible glass ears."

A rather young member of the mathematics department seated next me, since he had preceded me in the procession of graduates, faculty, and board members at the beginning

of the festivities, relieved my perplexity. Came his hissing whisper in answer to my look of astonished inquiry,

"He means 'glaciers,' you poor yap! And it's the most appropriate thing he has said to-night!"

Long since has my quick-witted informant abandoned his triumphs in the field of education. Now he is the top name on the frosted glass door of a large publicity concern in an eastern city. I submit that such a commanding intellect as his was needed in some more remunerative employment than that afforded by the public school.

Squirmying youngster, high-school graduate, Bachelor of Arts, teacher of English Composition and Literature—for him Time marched on another cycle or so; and came an occasion where I, a superintendent of schools at last, found myself on another platform, once again in the merry month of June, ready to hand over diplomas to the hundred high-school graduates, once again recalling other Commencements I had seen.

This time I was listening to the imported speaker, "well known to many an academic assemblage," to quote the modest words of the four-page folder supplied by the press agent who presumably split the fifty-dollar "honorarium" with him. These out-of-town orators are never paid "money"; they are given "honorariums" enclosed in a white envelope, surreptitiously turned over to them just before the advent on the stage, and as invariably received with a careless, "Oh, yes, thank you!"—as if the whole matter had slipped the memory. . . . As if it had! . . .

Well, anyway, here was the speaker of the occasion going along at a great rate, and here were our graduates trying honestly to pay some attention to what they were hearing. And here was I, listening to all his preliminary remarks about the beautiful building provided by our progressive board of education, and to his congratulations bestowed on the fathers and mothers whose struggles to keep their children in school had reached the splendid conclusion evidenced by the inspiring exercises to which he had just listened. And here was I, in cheerful accord with at least one point he had made, the great good fortune of the community in having such an exceptional educator as their present superintendent at the head of the schools. Yes, here I was, understanding perfectly why he should be so "pleased to be present, himself, tonight." . . . Who wouldn't be pleased to be present at the rate of two dollars per minute?

Life, according to the gentleman, is a pretty tough place, and few escape to the ground unhurt. The youth of today, he regretted to report, are a pretty hard-boiled crowd. While he did not wish to seem discouraging, he was very much of the opinion that this class, fine as they doubtless were, like all other classes graduating tonight, was in for a decidedly lively time. There was a fair chance that the splendid education to which they had been exposed by their devoted teachers might help to some extent in the present ticklish situation. Of this, however, he was none too sure; and it seemed wise, in the few minutes left him, to point out a number of the pitfalls which these young people were certain to find in the pathway to success.

This friend and exhorter of youth had satisfactorily located four or five of these danger points, and was all set to call attention to a couple of others, when my reflections were interrupted by a slight tugging at my coat-tails by one of our graduates sitting just behind me—one of the best-behaved, finest spirited girls I have seen in many a day.

I half turned my head.

"Why doesn't he say something nice to us,

Mr. Hills?" she whispered. "We haven't done anything to be scolded for. I wanted to be happy tonight."

And there you are, brought right down to the place where I made up my mind we'd do away with a lot of this time-hallowed Commencement nonsense; that there'd be an end to these petty jealousies, these controversies arising over the award of the "Valedictory" to the student with a general average for four years' work but two thousandths of a point higher than the next. There'd be an end to these absurd, meaningless formalities; an end to the sickly sentimentalities that cling along with the ivy to these "dear old walls to which we must say good-by." An end to the policy of passing out well-meant but ill-timed eleventh-hour advice; an end to the "We've always done it this way."

A Different Commencement

And so, we went back to fundamentals, beginning with the belief that Commencement should be a happy time, rather than a period when tired-out children are worked up to an emotional pitch for no good purpose, whatever. Fundamental, that people usually go most easily from one thing to another in life, when changes in routine are considered as a matter of course, as so many things to be taken in one's stride. Back to the fundamental idea expressed more forcibly than politely by one of our girls a number of years ago, when she said, "Well, I've been prayed over, and I've been preached over, and I've been fussed over, in this Commencement week, until I'm sick of it. It's more darned bother getting a diploma than it would be to get married." Fundamental, too, that practically every parent goes to Commencement with just one idea in his head: He wants to see his son or daughter get a diploma, and if the youngster is on the program, so much the better. And heretical and sacrilegious and daring as the suggestion may seem—fundamentally, Commencement should be an interesting, enjoyable affair.

We wanted to try something new, new to our scheme, at least; and we went out and got it.

Yes, the pageant type of Commencement. Nothing new about this, you say. Granted. But check up on the fundamentals I have just mentioned, and tell me, if you can, where they fail to meet the possibilities of this method. Surely, Commencements may be made interesting; surely, they may represent a practical display of results secured by pupils from the curricula. The pageant, by its very nature, makes it possible for large groups of graduates to be included personally in the exercises. This method brings relief to the introspective, timid boy or girl, to whom Commencement for weeks ahead is an unmitigated nightmare—the student, who, on account of high scholarship and for no other reason, is sentenced to take one of the two prominent parts on the program. Oftentimes, he is the last person on earth who should appear as a speaker, simply because speaking ability is not invariably predicated by intellectual achievement. How many, many times have we all seen this happen, and how terribly unfair it is! And this type of Commencement does away with the necessity of going around afterwards and pointing out to every person who is willing to listen that "there was a lot of good, solid meat in what the speaker had to say." . . . The words are quoted, but two or three times I've been on the same spot as the superintendent who once used them in my hearing. . . . Never again!

Let's see.

In getting these pageants ready, we use original material woven in with relevant bits from many sources. Arranging this is no real hard-

ship; the two main difficulties are, to secure a theme which may be suitably developed—and it does require a person with some imagination as a director to realize its possibilities. If a pageant is to fit the class and its particular abilities, I think you will find yourself better off in every respect if you make the entire production a senior-class project. At the very start you are drawing in a considerable group of students; automatically, the Commencement program becomes immediately a matter of general interest, rather than an affair limited to a select few. The point is obvious enough.

Last June we put on our seventh pageant.

During the year I'd been talking to one of the young men in our English department, one of those rare young men who believes in his subject and who makes his classroom a workshop for those boys and girls who enjoy creative work. He is the type of teacher who causes the janitorial service great woe, simply because "There's always a bunch of kids hanging around in his room every night until it's so late you can't get a decent chance to sweep the floors. What's the matter with that guy, anyway?" . . . May his tribe increase!

A Timely Commencement

One day I called him into the office and asked if he would like to see what he could do with a Commencement program.

He looked at me and grinned.

"I guessed this was coming, Mr. Hills, and I've been doing some thinking ahead of time. Does the expression, 'Shields of Brass,' mean anything to you?"

"No, it doesn't."

"Well, how about putting on a pageant that looks at the present depression from an optimistic standpoint?"

Pertinent; timely enough. These young people about to graduate would soon be looking for jobs, or wondering where the money for college was coming from.

"Yes, sir; 'Shields of Brass' is the title. It's new, all right."

And cocking his eye at me, he continued.

"In the Old Testament, the story goes, King Solomon created a wonderful empire. There was no depression there. He built the temple; and in one of its innermost parts filled a room full of shields of gold to symbolize the prosperity of his people. To his son, Roboam, he exhibited this room, and told him that when he succeeded to the throne, this one place must be kept inviolate by him and his children's children.

"Solomon was finally gathered to his fathers, and eventually the Egyptians fell upon this prosperous empire, utterly destroying the temple, and carrying away with them the shields of gold. In time, however, Roboam rallied his people, and drove out the invaders. Remembering his promise, he made his way to the room; but the walls were bare, the symbols were gone. And nowhere in the land could gold be found to replace them."

"I suppose," said I, interrupting. "I suppose it has occurred to you that you could set off this part of the pageant with a musical prelude by the orchestra: an arrangement of 'Jerusalem the Golden,' and the 'Triumphal March from

ASPECTS OF ADMINISTRATIVE PROBLEMS

Every administrative problem is at bottom educational. If it were not, it would not exist in the school system. And every educational problem has somewhere a financial aspect; whether it be education for the city, for county, or the state, these two—administration and business management—are inseparable. When we consider one, the other is involved also. — A. A. Schoffen.

Aida' to suggest the coming of the Egyptians, and some other appropriate numbers to furnish the atmosphere of the first episode."

"It has occurred to me," said he, "and I've planned, too, for a spoken prologue and interludes between the scenes. But wait a minute; I want to get to that title."

I subsided.

"Well, Roboam couldn't get any gold to replace that room of shields. Therefore, he told his retainers to substitute shields of brass, to hang these on the walls, to carry on with the best they had until their prosperity was restored. . . . You see, I'm trying to bring out the idea that there have been a good many other depressions before now; that if one comes along and strips you of everything of value you may have had, the right sort of people use the best material there is at hand as a substitute until they get back on their feet. Old Roboam wasn't any quitter; and there have been plenty others like him since his time."

There were two other episodes in his plan. A scene, showing Milton dictating his poem on blindness to his daughters. "You see, Mr. Hills, there are private depressions as well as general." . . . As a final episode, a short dramatization of O. Henry's, "The Gift of the Magi." Through this scene, we used "Oh, Holy Night" as an accompaniment. It was extremely effective. Certainly those two young people of the story carried high their Shields of Brass, if ever anyone did!

We gave this pageant last June at a total cost of less than thirty dollars. What scenery we used was suggestive in type, only, and was made by our manual-training graduates; their names were printed on the program, along with the hundred other graduates who had some part in the production. We tried to seat the fourteen hundred people who crowded into our auditorium, and turned away a great many others who could not possibly have entered the room. Would all these have come if there was any lack of interest in the Commencement? I doubt it.

How long did it take to get this program ready? After the material was written, we allowed just three weeks to put it on; there were but two general rehearsals of the entire cast.

But what about the poor forgotten Valedictorian and Salutatorian? They were not forgotten, nor were the other fine students in the class. Set out on the program by themselves was a printed list of the High Honor and Honor graduates. No one was singled out—but, no one was forgotten. We give these outstanding students what we call a "Special Citation," a simply worded, small, engraved form; a testimonial of excellence in scholarship. These are awarded just before the presentation of diplomas.

Speakers? None, really; we do invite an alumnus of five years' standing, who talks informally to the class for three or four minutes, welcoming them into the ranks of graduates. We have noticed how many of our former students return to hear their old friend. It gives a pleasant community feeling.

Commencements I have seen? Well, I began to enjoy seeing Commencements seven years ago. I like to sit back in the audience with my wife and be the same as ordinary folks. Speaking of Commencements, life began for me at forty.

It's March, and here you are again, three months down to the end of the year. Here you are on deck, facing your own crew lined up before you, and inquiring.

"Vell, vot's the matter?"

I can tell you right now what my Mr. Horben would say by way of answer.

"Vy don't *you* commence?"

Making the School Fire-Safe

Paul W. Kearney, Author of "Fire," etc., Brooklyn, New York

Statistics show that not more than 1 per cent of the fires in buildings of all types cost over \$10,000 in damages. The fact that 65 per cent of our school fires come in this \$10,000-or-over group should convince the most casual observer that such an outbreak is invariably very serious.

Broadly speaking, three reasons underlie this condition:

1. The bulk of our institutions are constructed in a manner which facilitates the rapid spread of fire.

2. The majority are maintained with little real regard for the fire problem.

3. At least 90 per cent are devoid of any automatic fire control.

A stone façade and brick walls do not make a building fire-safe. And until the elements of internal safeguards become universally applied, we will continue to repeat the experiences of Woodland, Calif., Lynn, Mass., South Orange, N. J., and a hundred other cities with school fires ranging from \$100,000 to \$1,000,000 in losses.

Obviously, all of the factors involved cannot be covered in a limited discussion. But with 76 per cent of the known losses due to seven causes—and with the seriousness of most school fires attributable to two or three factors—some emphasis can be given the highlights of the problem.

Table I indicates that the greatest destruction to school property comes from fires caused by faults in the heating plant. Without going into the province of the janitor and his handling of the furnace, it is obvious that those who build schools can well give more thought to the fire rooms. A survey of several thousand institutions showed that only 18 per cent had fire-resistant ceilings in the basement, and since this is where three-fourths of all the outbreaks originate, it merits considerable improvement. Briefly, the following are some of the points applying to this specific area:

Minimum Structural Protection

The furnace room should be cut off from other portions of the cellar and basement by substantial noncombustible masonry walls. Preferably there should be no openings in the walls leading to other portions of the cellar, but in the event that such openings are actually necessary, they should be protected by standard fire doors listed by Underwriters' Laboratories for this purpose.

The ceilings of the furnace room, as well as that of the remainder of the basement or cellar, should be noncombustible. A good form of ceiling construction for this purpose consists of ¾-inch cement or gypsum plaster on wired lath. Such construction will afford conservatively one hour's protection against fire, the upward sweep of which should be safeguarded against as much as possible. It is also very important that the fuel-storage section be of entirely noncombustible construction.

Where an oil burner is the heating medium, the fuel oil should preferably be stored outside in underground tanks; if inside, the storage tanks should be suitably insulated so as to provide ample safeguard against mechanical injury. The details of fuel-oil installation, such as the piping, location of valves and, in fact, the construction of the burner itself, should receive careful attention. If conditions at the school are such that a fireman is not always in attendance in the room where the oil is burned, the burner should be equipped with automatic means for reliably and effectively shutting off the oil supply in case of extinguishment of the burner flame or any other form of abnormal oil flow at the burner.

Much has been written about the hazard due to spontaneous ignition of coal. This never

occurs in the case of anthracite and but rarely in the case of bituminous where it is received at periodic intervals during the cold months. Whatever risk there may be, however, will be amply taken care of if the fuel-storage room is constructed of noncombustible materials.

Their relation to the source of heat brings chimneys and flues under consideration, and although the points may appear elementary, several details will bear mention:

Many fires are due to the fact that the breechings, i.e., connections from furnaces or boilers to flues, are placed in close proximity to combustible partitions or other combustible material. This indicates the need of maintaining adequate separation.

Other fires are caused by defects in the construction of the flue itself, and this is an argument for complete attention to all details of flue construction: thickness of the walls, proper mixture of the cement used in laying brickwork or aggregate of mixture in the case of concrete. In some cases, especially where older schools have been involved, floor beams have been built into flue walls to such an extent that their ends became charred by continuous heating of the flue and fires have resulted.

In the case of many old school buildings of joisted brick or frame construction, suitable fire stopping has not been placed at the tops and bottoms of furring in partitions around flues, and frequently these checks on the upward spread of fire have been omitted at story lines and at building eave lines, thus permitting a fire which pierces the partitions to spread upward unobstructed to the attic or other open spaces. This insures a quick fire of great intensity.

Electrical Hazards

From the viewpoint of fire causes, little else can be said here with regard to construction. Certainly the value of a noncombustible roof doesn't have to be belabored, yet it is too often one place in otherwise good buildings where the great urge for economy makes itself felt. Equally obvious is the importance of standard electrical installation, details of which are comprehensively covered in the National Electrical Code. Yet it must be said that in numerous old buildings open wiring is still found, usually of the cleat type and occasionally knob-and-tube work. Wiring of these types is more susceptible to deterioration through age, wear, and tear, and for this reason the rigid conduit type of wiring should be substituted.

Other construction features bear mention, however, with regard to the important matter of the rapid spread of fire, for it is here that the bulk of school buildings are far below par. School fires commonly spread with amazing rapidity because of the highly vulnerable type of construction employed. Commonly known as ordinary or joisted brick, it consists simply of a shell of brickwork with the interior, including floor beams, flooring, partition walls, and furring of wood. The task of making such a building reasonably safe against the spread of fire is a difficult one, and the safeguards indicated are also those which should be provided in any school building regardless of its construction. These cover protection of the stairways, elevator shafts, dumb-waiter shafts, and other vertical arteries; the reduction of large floor areas by the insertion of suitable fire walls or fire partitions; and the protection of windows, where exposed to other buildings within 50 feet, by wired glass in metal frames. These safeguards will materially retard the natural tendency of fire to spread upward by convection, and its horizontal spread will be obstruct-

ed by the fire doors placed in partitions and walls in general, and at all wall openings subdividing fire areas.

These general principles likewise have their bearing on the life hazard and the subject of exits. This topic is completely covered by the Building Exits Code, adopted some time ago by the American Standards Association and sponsored by a number of national organizations of engineers, architects, etc. It might be said here, however, that subdividing the floor areas into individual units behind fire walls offers the possibility of employing the invaluable "horizontal exit" idea. When the pupils from an involved area can be evacuated into the adjoining section on the same floor and then cut off from the fire by noncombustible doors and walls, the opportunity for orderly and safe egress is infinitely greater.

Ventilation System Dangers

Before leaving the question of the spread of fire, it should be said that far too little attention is paid to the role the ventilating may play in this calamity. Originating in the source of 75 per cent of all school fires, the system connects every room in the building with that most probable seat of the outbreak, thus enabling the intense heat from the original blaze to ignite combustibles in all parts of the structure almost simultaneously. The distribution of smoke through the ventilating system is likewise a common cause of panic.

Inasmuch as at least four \$100,000 school fires were swept through the building in just this manner, it is clear that all ventilating ducts should be provided with dampers which will preclude this possibility.

Reverting again to the table of causes, the construction phase of this discussion can be concluded with a brief mention of the lightning hazard. The Standard Code for Lightning Protection (National Fire Protection Association, Boston) covers this subject completely. Suffice it to say here that popular confusion regarding this subject is doubtless the reason why lightning still remains seventh in the list of important destroyers of schools. Engineers and architects generally appreciate the value of standard lightning protection. But school-board members who pass on expenditures do not realize that approved lightning conductor systems are essential in communities where electrical storms prevail.

The remaining contributors to heavy fire losses in schools take us out of the construction and into the maintenance field. Spontaneous ignition is close behind the heating plant as a fire cause, and those who seek inexpensive fire protection will find an enormous field here. The sponsor of spontaneous ignition is *poor house-keeping*, and there is probably not a school in the country that couldn't strike at this menace at no cost. A thorough inspection of any twenty schools at random is almost certain to unearth the most astounding accumulations of junk and trash stowed away in inaccessible and, therefore, hazardous places. Basements everywhere; storerooms almost always; and attics where they exist are invariably the depository for tons of worthless trash whose only conceivable use can be to breed fires—and feed them once they start.

Safe Storage of Supplies

Surplus and seasonal materials of future value must be kept somewhere. But certainly they can be stored in an orderly fashion in

TABLE I. School Fire Losses for Five Years
Tabulated by Chief Causes
(National Board of Fire Underwriters)

1. Stoves, furnaces, boilers and their pipes.....	\$3,024,115
2. Spontaneous ignition	2,702,735
3. Defective chimneys and flues.....	2,466,162
4. Sparks on roof.....	1,505,991
5. Matches — smoking	1,365,583
6. Electricity	1,118,271
7. Lightning	1,036,352

These seven causes account for 76 per cent of the total loss of known origin.

accessible places so arranged that regular inspections can be made. Dark, poorly ventilated rooms, jammed full of stuff tossed into indiscriminate piles are perfect nests for spontaneous ignition.

So also are those catch-all closets throughout the building, but especially in the basement, where oil mops, sweeping compounds, paint rags and brushes, furniture polishing cloths, and the like, find haven. All vegetable and animal oils on cloths constitute a terrific hazard in which limited ventilation plays the trump card. Hence if it is not practical to keep such articles in the open, they must be stored in airtight metal containers. One of the commonest and most foolhardy practices peculiar to schools in general is the storing of these and other fire breeders *in closets under stairs*.

The third factor in the seriousness of school fires brings us to a consideration of Table II. This tabulation, based on a study of 875 outbreaks, develops the significant fact that 44 per cent of our school blazes are discovered by outsiders. Going hand in hand with the experience that most school buildings are unoccupied when the fire originates, this simply means that the average outbreak has gained substantial headway before detection. Indeed, this is often true even where the building is occupied, for, in the absence of any established precautions, the discovery is invariably a matter of chance. In any event, a belated discovery, in view of the prevailing conditions already outlined, spells an almost insurmountable handicap to the firemen when they are finally summoned. Effective fire fighting can-

not be done from outside a building. And if the structural features are such that the incipient blaze is quickly fanned into a fury, the punishing heat and smoke will render entry humanly impossible.

Alarm and Sprinkler Protection

In virtually every serious school fire this is the underlying story. And the practical solution is to eliminate this risk of belated discovery by the introduction of automatic protection in either or both of two forms. One is the supervised automatic sprinkler system, whose value has been proved in twenty years of commercial and industrial experience. A complete installation amounts to 99.8 per cent protection, the missing fraction being due to improper maintenance. And even where cost renders a complete installation impracticable, it is still possible to adequately protect the basement (the source of 75 per cent of the outbreaks) with a direct hook-up to the municipal water supply at a nominal outlay.

The second protective device is the automatic detection and alarm system, approved types falling into two general classes: thermostatic and pneumatic control. Broadly speaking, the thermostatic device operates when the temperature reaches a predetermined "danger point" of about 150 deg. F.; the pneumatic, or "rate of rise" system functions upon any sudden rise in temperature, regardless of the starting point.

An approved automatic system of either type provides a continuous and an extremely sensitive kind of protection in every portion of the building. And those which provide central sta-

TABLE II. Manner of Discovery of Fires in Schools of All Types

(Based on an investigation of 875 school fires by the National Fire Protection Association)

Fire Discovered by:	Total
Outsider	301
Employee	242
Student or pupil	128
Sprinkler alarm	11
Auxiliary alarm set off by fire.....	1
No data	192

TABLE III. Analysis of 116 School Fires Originating in the Heating System
(National Fire Protection Association)

Cause	No. of Fires
Overheated furnace, boiler or stove.....	34
Defective heating plant.....	18
Caught from stove.....	5
Other heating equipment causes.....	5
Defective chimney	18
Defective flue	17
Overheated flue	10
Metal breaching too close to roof.....	1
Wooden flue from chemical retort ignited.....	1
Overheated incinerator flue.....	1
Soft coal soot-clogged chimney and ignited.....	1
Hot-air flue	1
Defective terra-cotta flue.....	1
Other chimney or flue causes.....	3

tion supervision or direct fire-department connections very effectively eliminate the hazard of unprofessional human frailties. Where the outright ownership of such an installation presents an economic handicap, such systems are available on a "rental" basis in numerous cities.

Fundamentally, intelligent maintenance greatly lessens the possibility of fire, while sound construction not only reduces that possibility to a minimum but also serves to retard the spread of an outbreak. Notwithstanding this, it remains a fact that even the structurally perfect school still presents something of a fire hazard in its great quantities of furnishings, fixtures, and equipment which can burn fiercely even if the walls and floors cannot. Bitter experience has taught prevention engineers that "a building is no more fire-safe than its contents." Hence when those contents can burn, standard practice calls for automatic protection even when the structure itself is fire-resistant.

This expedient is doubly vital in the typical joisted-brick building. And many school boards have found that where needed, extensive structural improvements were not financially feasible right away, a maximum of protection could be obtained for a minimum investment through the intelligent application of automatic control.

Letters to a New County Superintendent of Schools

Memory Lodge, U. S. A.
February 1, 19—

My dear Beginning County Superintendent of Schools:

Your letter came today, and is it interesting? You packed it full of gripping reactions. You portrayed, vividly, those chance meetings with key people whom you met on the campus, while you were studying at your Alma Mater. You reviewed, clearly, the points discussed in different conferences which you attended when time permitted. Your recital of the visit which you made to the local county superintendent's office took me back to yesterday. It is maddening to think that you could not accept his urgent invitation to visit schools with him but, as you say in your letter, you were at the university to complete your work for a Master's Degree and time was an element. Your description of the lively and, at times, heated discussions on controversial issues in the administrative field of education was highly entertaining. But, did I laugh when I read that part of your letter in which you told of the school leader, who said that the county superintendent's work was the fifth wheel in the field of school administration. This expert only voiced the conclusions of a certain group in our profession who, because of their background and training, are urban-minded. You

This is the second letter to a new county superintendent written by a former county superintendent who was for many years state superintendent. A further letter will appear in May.
—Editor.

write that it sounded like something he had read in a book about rural life and rural education, which had been written by an author who knew little or nothing about the great open country in certain sections of our state as well as in states of our region. You say that someone "spoke up in meeting" and asked him if he had ever taught a country school and he admitted that he never had.

I can well understand how you bristled at his limited viewpoint but this is not the last encounter that you will have with such. Right away, one of the group with a country-life background, in the audience at this open forum, was on his feet protesting that rural life, in the state or in the nation, must not be confused with suburban life built around the attractive acreage tracts of the semi-urbanite who lives within motoring distance as a commuter and is always urban-conscious.

I can hear you, a skilled debater that you are, thundering your rebuttal to such a belittling challenge to country life in some such a word picture as this: "The interdependence

of country and city is vital to all human existence. The country needs the city as a market for its surplus food production; the city needs the country people to raise and supply its food. City people cannot live on paved streets and enjoy all modern improvements and privileges, unless other people live in the country producing the food consumed by city and country. Other people will not live in the country, even if gainfully employed: plowing the fields; tilling the soil; sowing the seed and harvesting the grainfields; tending the flocks and herds; picking the fruit and hoeing the gardens, unless they have good schools for their children. Accident of residence should not prevent a single country youth from his inherent right — a good school. Administration, supervision, inspection, advisory help and counsel enter into the makings of a good country as well as a city school, in addition to the indispensable factor — a capable, dynamic teacher.

Since you are asking me, you have a service to perform as a leader in your county, your state, your nation, of county school administrative affairs. You are a product of the country school; the county school system; a country life, worthy of the name; you have taught in both country and city. Few have a richer background in the educational field. You are en-

titled to speak with human understanding as well as with authority because of the practical knowledge you have of the county school field. You may prove the inspired leader that is needed to keep country life and rural education in its proper setting. You have the earmarks of a leader. You proved it on the campus when you stood up for the "courage of your convictions" before your superiors in open discussion at your Alma Mater. Popular acclaim and opposing public opinion of powerful professional leaders meant nothing to you for you knew your field and espoused it as a worthy cause.

You have been treading the beaten path of the Builders of Our Republic in your development of a fighting spirit in what you deem is a good cause. For instance, take John Marshall, for thirty-four years, our notable Chief Justice of the United States Supreme Court. When he was appointed and accepted the office of Chief Justice, no one, of repute, wanted it. He decided to be the torchbearer for the legal profession in placing the Supreme Court in its rightful place. John Marshall saw the need of making the federal government superior.

"He found the constitution *paper* and made it *power*; he found it a skeleton and clothed it with flesh and blood." His interpretations of the Constitution were a powerful force in building up a federal union of dignity and strength and in giving his country a clear idea of the relation of the federal union to the various states. Marshall made the principle of judicial supremacy over legislation as much a part of our fundamental law as if the constitution contained these specific words: "the Supreme Court shall have power to declare invalid any act of Congress which, in the opinion of the court is unconstitutional."

As a torchbearer in the educational world, you must also "let your light shine," Mr. Beginner.

I was interested to note that you crowded in a fishing expedition between summer commencement and the date upon which you took your oath of office in assuming the duties and responsibilities of a county system of schools. Again, you used your head. You were saturated with ideas for your future work. Not only that but, with eagerness, you hailed every dignitary who came to the campus, with secret acclaim, as you drank in ideas which he presented. Fishing helps to assimilate ideas. During the next four years you may be able to settle a number of administrative tangles while fishing. At least you can forget them for a day, fishing.

Your letter has a bit of an S.O.S. call at the close. You ask me for an outline of your duties as an administrative guidance program. While your school code has a classified list of your powers and duties, still there are so many things bobbing up and you discover certain requirements scattered here and there in other sections of the code that you are fearful lest you might overlook some important responsibilities. It will take you one year, at least, to become familiar with all of the details, requirements, responsibilities, and legal mandates of your office. It will take about that time to acquire certain skills necessary in the efficient performance of your duties.

That you may have in mind the proper setting and official background for the county superintendent's administrative field, may I remind you that it was the initial field of school administration in our state, meager as it was, at first. The state office, with its gradually centralizing power, did not come until some sessions later. The legal duties of the county superintendent were: to open the office once a week, Saturdays; examine the teachers and issue certificates; give out school supplies to school directors; keep necessary school records; and visit the schools once each year.

Our first territorial legislature established the office of county superintendent at a time when the de luxe mode of travel was by ox team and wagon over rough roads and trails the proper lighting for the early settlement homes was the tallow candle. When horses and buggies replaced the oxen, as a preferred mode of modern transportation, roads had been improved and the lamp took the place of the tallow dip. When the automobile crowded the horses and carriages off the main traveled roads, the electric light took precedence over Rochester burners. Road building became a stern reality in country district, county caucuses, state organizations, and nation-wide. With improvement of human transportation came human progress with better roads, better schools, broader vision of life and its opportunities. To understand just the school side of this human progress, I suggest that you take this outline of your duties and responsibilities, a county superintendent of today, with that of the early county superintendent, with his powers and duties that he could count on one hand. I found this outline in my Scrapbook of Yesterday but it was worked out in more recent years by our state superintendent. These many provisions have been added by legislative enactment through the years: Legislative enactment from the beginning of territorial organization of our schools provided a program of education which has broadened and developed in accordance with public demand. The work of the county superintendent has been an integral part of that program. I am pleased to present this assembled list of your duties and responsibilities.

My Dear Superintendent:

Perhaps no word is needed from the state office as to the importance of your duties as county superintendent, and yet because of your related work, I am taking this opportunity to greet the new county superintendents and to express my appreciation to the outgoing county superintendents and to those remaining in office for their fine co-operation and assistance. Every year is a new beginning in our work. The experience of the old school year strengthens us for the new year.

Let us now look over and classify the duties which devolve upon a county superintendent by legislative enactment.

School Administration

The law very wisely provided that the county superintendent shall visit the schools of his county and counsel with school directors, superintendents, principals, and teachers, assisting to advance in every possible way the educational interests of his county.

This provision was imperative in order that the county superintendent might be able to carry out successfully the administration and supervision made mandatory by the school code. With modern means of transportation and a carefully planned schedule of visitation it seems possible for the county superintendent to visit each school at least once, and the more remote and unsupervised, several times.

Select Textbooks

An *ex officio* member of the county board of education, the county superintendent assists in selecting textbooks for all school districts of the second division.

Approve Purchase of Supplies

No warrants in payment of maps, charts, or apparatus for districts of the third class may be legally issued until the order for such supplies has received the written approval of the county superintendent.

Attend Educational Meetings

The law requires county superintendents to attend conventions and conferences called by the superintendent of public instruction for the discussion of questions pertaining to supervision and the administration of the school law, and to other subjects affecting the welfare and interest of the common schools.

These meetings may be called at such times and

places as are deemed convenient by the superintendent of public instruction.

Meetings and Conferences

To hold Teachers' Institutes:

Many requests are made each year for suggestions as to an institute program. In view of the fact that institutes cost our state approximately \$288,000, or more than a quarter million dollars in cost of speakers and salaries of teachers, you may know the concern we feel regarding the institute program. We should have three definite objectives in a teachers' institute program. First, contact and acquaintance the teaching group; second, definite policies and plans of county superintendent for the year; third, unit courses of instruction. Our new history course should be presented in unit courses in every Institute this fall.

To hold such other meetings of teachers as may be for the best interest of the schools.

To hold director's meetings.

Libraries

To establish a county circulating library for use of the pupils of the common schools of the county.

Judicial

The county superintendent is also vested by law with the powers, jurisdiction, and duties of a court or judge. It is most important that those powers be exercised with wise discretion and utmost impartiality. When decisions are made they should be based on a reasonable and fair construction of the law. As a judicial officer the county superintendent is called upon:

To hold hearings on appeals.

To administer oaths and affirmations on all official matters pertaining to schools.

To hold hearings on petitions for alteration of boundaries and formation of new districts.

To adjust property rights when boundaries are altered or new districts formed.

To receive petitions and call elections on consolidation.

To establish and number the consolidated districts by formal order, after favorable vote of electors.

To divide consolidated districts into directors' districts.

To decide petitions for formation of union-high-school districts.

To hold hearings for investigation of petitions for formation of joint districts and jointly with county superintendent of interested county to establish such districts.

Disorganization of Districts

To disorganize districts having less than an average daily attendance of four pupils or no pupils.

Elections

To receive and preserve the poll sheets of school elections.

To receive oaths of office and certificates of election of persons elected as directors of school districts.

Certificates

To register teachers' certificates when satisfied of moral character and personal fitness.

Revocation Proceedings

To suspend any teacher against whom he files charges for revocation proceedings.

Appointive

To appoint school officers in districts of second and third classes to fill vacancies.

To appoint school officers for new districts.

To appoint county boards of education.

Eighth-Grade Examinations

To appoint assistant examiners for eighth-grade examinations, and to supervise and assist in conducting such examinations, and in grading the manuscripts.

Supervision

To you—the county superintendents of our state—is entrusted the responsibility of careful supervision of the schools of your respective counties. The lawmakers of our commonwealth have recognized this as paramount by designating it as your first official duty.

(Continued on Page 69)

A Set of Criteria for the County Unit System

Cyril O. Houle¹

Among practical school administrators it is common knowledge that the county unit system of administration of schools is not the same thing in any two states, even though both may be entitled "county unit" states.

For this reason, the following criteria, embodying what appear to be the best practices, have been set up by the writer for the measurement of county administration. By them, schoolmen may measure their own systems.

In constructing these criteria, the chief aim has been to build up some sort of a measuring device, as objective as possible, against which an administrator might measure his own county unit and discover where, in the opinion of educational authorities, it might be weak.

The Criteria

I. General Phases

A. *The county should be the unit of taxation and administration of schools.*

B. *A county school tax should be levied on all taxable property in the county, placed in the county treasury, and apportioned throughout the county on the basis of need as determined by the school board.*

C. *The county school funds, including those raised by taxation and those received from the state, should be expended in such a way as would as nearly as possible insure equal educational opportunities in all parts of the county, regardless of the amount raised in any particular part.*

D. *The system should have well-centralized business and professional administration.*

II. The School Board

A. Type of members:

1. It should be composed of representative citizens, capable of performing the duties required, honestly and with an open mind, and legally capable of holding political office.

2. It should have no member who is subject to the board's authority or is financially interested in its decisions.

B. Conditions of office holding.

1. Method of election:

a) The board should be composed of either five or seven members.

b) Members should be elected from the county at large, without reference to place of residence within the county.

c) Elections should be held:

(1) At the regular election time but with no reference to party affiliation;

(2) At a special nonpartisan election.

2. Tenure of office:

a) The terms of office should be from four to seven years.

b) The terms of members or groups of members should expire in different years, so that no more than two members' terms shall be coterminal.

c) Members should be eligible for re-election.

d) If a member be absent at a certain consecutive number of meetings (such number to be set by the board) he should forfeit his office.

e) Vacant unexpired terms should be filled by immediate election.

3. Members of the board should receive no salary but they may be reimbursed for such expenses as they may incur in performing the duties of their office.

C. Functions.

1. In general:

a) The board should be organized as a board without standing committees and with each member on an equal basis with every other member in degree of responsibility for action.

b) The chief duty of the board is legislation, and it is the seat of ultimate authority.

2. Duties:

a) *Organization:* To adopt a set of rules governing its own procedure, within the regulations of state law, giving the qualifications and duties of its employees and taking into consideration all other

matters of uniform procedure that may be essential to the proper conduct of a system of schools.

b) Planning:

(1) To prescribe courses of study and adopt textbooks on the recommendation of the county superintendent and within general state regulations;

(2) To pass upon recommendations of the county superintendent as to extensions or readjustments of the scope of educational activities.

c) Legal and financial management:

(1) To enforce, through its executive officers, the laws relative to education and regulations of the state board of education, as well as exercising all other powers and duties prescribed by law.

(2) To represent the needs of the schools before city or county authorities or the legislature, and before the public through such media as the press and platform.

(3) To act as a court of appeals for teachers, supervisors, and patrons in cases that the superintendent has not been able to dispose of, or that may be appealed from his decision.

(4) To secure money, by which to run the schools, in the following ways:

(a) By receiving tax money apportioned by the state.

(b) By levying a county school tax through the regular county taxing authority.

(c) By providing for extraordinary expenditures by means of loans or bonds.

(d) By receiving revenue derived from school property.

(e) By such other legal and proper means as may be deemed necessary by the board.

(5) To prepare, with the aid of the county superintendent, a budget for each year which shall contain the following items:

(a) A statement of sources and amount of revenue available.

(b) A list of projected expenditures:

(i) Salary schedule.

(ii) Instructional equipment and supplies.

(iii) Capital outlays for buildings, sites, improvements, etc.

d) Employment management.

(1) To select a county superintendent on the sole basis of ability, subject to legal limitations, such superintendent to be the chief executive officer of the system.

(2) To appoint, upon nomination and recommendation of the county superintendent, teachers, principals, supervisors, and other employees of the board, as well as such other officials as becomes necessary.

e) Measurement.

(1) To require the county superintendent to report from time to time concerning the achievements and progress of the school system.

(2) To require and consider reports of the business transacted or pending, and present financial status.

(3) To use material collected or on file to check the results of, or attempt to better, the school system.

III. The County Superintendent

A. Qualifications.

1. He should understand the technical problems

of administration and supervision.

2. He should meet certain qualifications — both of training and experience — set up by the board.

B. Manner of choice.

1. He should be elected by the board without regard to qualifications of residence, religious creed, sex, political affiliation, and so forth.

2. He should be paid a living wage.

3. His first term should be for a period of one year; succeeding terms may be for a period of from three to five years.

C. Functions.

1. Administrative.

a) As the chief executive officer of the county system, being directly responsible to the board for the execution of its policies and rules, he should be the recognized head of the public schools in the county.

b) He should be charged with the supervision and co-ordination of the schools of the county.

c) He should direct a continuing study of the needs of public education within the county, to the end of satisfying those needs in the effective performance of his duty.

2. Relations with the board.

a) He should make such reports as necessary, both periodically and as the board may require them.

b) He should act as the secretary of the board.

c) He should make nominations for the various offices to be filled by the board.

d) He should advise the board and make recommendations to it on matters in which his professional training has qualified him to speak.

e) His records and any information he may have should be open at all times to board inspection.

3. Relations with other county and state officers.

a) All state and county regulations should be observed.

b) In other cases, such relations should be those which will best carry on the work of both parties effectively and economically.

4. Community relations: The superintendent should make as many and as valuable community contacts as possible, thus helping him to mold public opinion concerning school affairs.

In some states, the county unit has developed so that it is uniformly strong; in others, only certain phases of the system are good. An effort was made, in both instances, to select the best procedures to embody in these criteria. In a survey of the literature in the field, it was found that certain practices met with almost unanimous approval; others have been the focal point of much argument. In the latter case, what appeared to be the consensus of authoritative opinion was adopted.

As has been indicated, these criteria, although devised primarily to measure the county unit system in the State of Florida, may quite as well be utilized in other states to test their systems. They are as nontechnical as possible so that they may be used by almost any superintendent or board member.

They are, of course, to some degree tentative; some procedures, in certain states or localities, may prove better for the local set-up than those advocated here. Nevertheless, they do form, in some measure, yardsticks by which administrators may determine the strength or weakness of their own systems.

Planned Teacher Selection

Vaughn R. DeLong, Superintendent of Schools
Ellwood City, Pennsylvania

One of the effects of the depression upon educational work has been to bring the question of teacher selection very much to the front in the minds of the local citizens. Irrelevant questions (from the standpoint of educational efficiency) have often been forces upon boards of education and administrators as the basis upon which teachers were to be hired. This has resulted in many instances of an applicant being chosen who was inferior to many others in the group, and the schools have suffered from the paradox of more good qualified applicants than are normally to be found yet

poorer teachers being selected because of the oversupply.

Believing that usually the opinion expressed represents the view of the minority and that the majority, the parents, would insist that applicants be chosen on the basis of their qualifications if they were informed, the rating system outlined below has been adopted by the Ellwood City school board as the basis upon which their new teachers were to be selected. This plan was adopted in March, 1934, and has been used for the selection of all new teachers for the year 1934-35. The qualifica-

¹Graduate Student, College of Education, University of Florida.

tions considered were: (1) education; (2) experience; (3) college credits; (4) references; (5) interview; (6) residence; (7) score on Coxe-Orleans Prognosis Test of Teaching Ability; (8) score on Henmon-Nelson Test of Mental Ability.

Each of these qualifications was put on a point basis and considered as follows:

The Seven Points

1. **EDUCATION.** A rating of 5 points was given for each year of college work completed beyond the first two years. The first two years were not counted because no one can be certified in the State of Pennsylvania with less than two years, so all applicants would have at least this amount.

2. **EXPERIENCE.** A rating of 5 points was given for each of the first two years of experience. There were two reasons for this limitation. There is some question when experience ceases to be an added qualification and it was desired to place college graduates with no experience on the same level as those applicants with two years of college work who had two or more years experience.

3. **COLLEGE CREDITS.** College credits were used in a different manner for high school and elementary applicants.

Only subject credits were used for high-school applicants. They were evaluated on a point basis, that is, A=3 points; B=2 points; C=1 point; D and lower = 0 points; 3 hours of A = 9 points, etc. The total of these points was found and then divided by 5 in order that the college-credit rating would effect the final rating only in the ratio which we felt to be proper. Each applicant was given a separate rating in as many fields as he qualified for.

Elementary applicants were given their college-credit rating on the basis of educational credits and in our intermediate grades where the work is departmentalized their subject credits for each particular field were also considered.

4. **REFERENCES.** An objective blank was sent to each of three references covering the following habits: Co-operation, honesty, interest, initiative, disciplinary ability, persistence, reliability, stability, tact, and promptness. The scorer was asked to rate the applicant on each habit — low, average, or high. The values of 1, 3, and 5 were assigned to these ratings, so it was possible for the total score on each reference to total 50 for the 10 habits. This was then divided by 10 so that the final number of points possible on the rating scale for the 3 references was 15.

5. **INTERVIEW.** The same type of blank was used for the interview with these habits being considered: appearance, voice, power, command of English, conversational ability, tact, enthusiasm, definiteness, promptness, and self-confidence. All applicants were interviewed by the superintendent, the high-school principal, and an elementary principal. It was possible to obtain a rating of 15 points for the 3 interviews.

6. **RESIDENCE.** Applicants living within Ellwood City or the district served by our high school were given a bonus of 10 points. This was done with the thought that local applicants should be favored if they were the equal or approximately so of the other applicants.

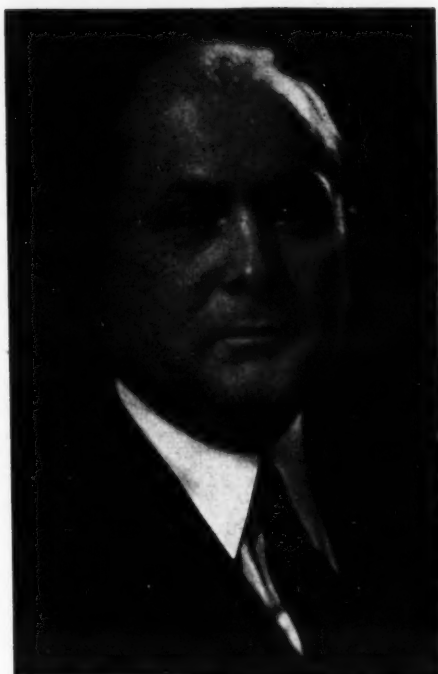
7. **TEST SCORES.** We wished to have intelligence rating of all applicants and we also wished to have some common factual evidence of general and educational knowledge so that the tests mentioned above were chosen. No attempt was made to get an IQ, but the score on the intelligence test was added to the total score of the prognosis test. It was possible to make a score of 90 on the intelligence test and a score of 423 on the prognosis test. This total (513 possible) was then divided by 10 to establish its points on the rating scale.

These points were then summarized as follows:

	Possible points	
Education	15	(master's degree)
Experience	10	
College credits.....	25	(approximate)
Residence	10	
Subtotal	60	
Test scores	50	
References	15	
Interview	15	
Total	140	

The Plan in Use

In the administration of this plan during its first year we have permitted all who wish to do



MR. JOHN A. WIELAND
State Superintendent of Public Instruction,
Springfield, Illinois

Born, reared, and educated in East Central Illinois, John A. Wieland represents the ideal for which democracy was founded. He came of German-American stock — sturdy, industrious, honest, ambitious — and through the expression of these characteristics he arose from humble farm birth to leadership of education in Illinois at the age of 42 years.

Mr. Wieland, as a boy, combined rural school study of fundamentals with hard work on the farm and found both complements in his developing character. He followed both his secondary and teacher-training courses at Eastern Illinois State Teachers' College, Charleston, graduating in 1912. Following graduation he studied law and then taught rural schools for seven years, after which he became teacher and assistant principal of Lerna High School, Coles County, for three years. In 1926 he received the degree of Bachelor of Science from the College of Education, University of Illinois, and continued working through summer sessions until he had earned and received his degree of Master of Science in the same college in 1929.

In 1925, Mr. Wieland became superintendent of schools at Bradley, Illinois, where he served until 1928, when he accepted the position as head of the Calumet City, Illinois, schools. This position he held until he became superintendent of public instruction in 1935.

He belongs to the American Legion, and to several professional and honorary educational groups. He is married and has two children.

so to come to Ellwood City and take the tests. But inasmuch as we now have a large list of good applicants for each type of position, we shall only permit those to take the test in the future who rank sufficiently high on the items included in the subtotal to guarantee that they will have some chance of being placed on their total rating.

When we began the use of this plan we had in our files letters of application of about 500 persons. These applications were sorted on the basis of the date of application and seeming value with the result that invitations were sent to approximately 300 applicants, asking that they send us a transcript of college credits and take the written examination if they wished to be considered further as an applicant. Only 155 applicants complied with this request and were considered as actual applicants. The summary of the mean scores of all applicants listed by type of work desired is given in Table I.

Several interesting facts become evident from this table.

1. There is a close relationship between the total score on the prognosis test and the score of the intelligence test.

2. The applicants in groups having the most subject-matter college credits have the lowest ranking on the prognosis test. High-school commercial, physical education, and art applicants who have many subject credits have specialized to the extent that their prognosis scores are low. Elementary oral expression is an exception to this observation because this group was composed of a selected group with exceptional English training.

TABLE I. Summary of Credentials of Teaching Applicants — 1934

	Mean Scores											
	Years in College	Experience	Credit Points	References	Interview	Test Scores					Total	Intelligence Test
						Part						
						I	II	III	IV	V		
H. S. Mathematics...	4	1	10	13	10	62	77	73	51	53	316	57
H. S. Science.....	4	2	13	13	10	63	76	73	46	53	311	49
H. S. Latin.....	4	3	11	14	10	60	70	72	48	59	309	50
H. S. English.....	4	1	13	14	11	61	71	72	48	54	306	47
H. S. French.....	4	1	10	14	11	59	67	74	47	56	303	46
H. S. Social Studies..	4	2	12	13	11	61	72	70	46	54	303	46
H. S. Commercial....	4	0	23	14	10	48	67	76	46	52	289	43
Physical Education...	4	1	19	13	10	51	68	67	44	49	279	39
Elementary Oral												
Expression	3	4	23	14	12	61	81	70	48	49	309	41
Elementary Arithmetic	2	5	10	12	10	58	75	72	44	53	302	43
Elementary Social												
Studies	2½	3½	15	13	9	57	72	71	47	53	300	44
Elementary Reading..	2½	2½	14	13	9	52	66	70	46	51	285	42
Primary	3	2	12	13	10	52	71	67	43	50	283	37
Elementary Art.....	3	1	25	12	12	54	63	69	42	48	276	42
Elementary Music, Art												
and Expression	2	0	9	12	9	48	62	65	31	41	247	35
Four-year graduates ..	4					59	71	71	46	54	301	46
Two-year College	2					54	70	69	43	50	286	40
All Applicants	3					56	70	70	45	53	294	44
Successful Applicants.	3½	1½	21	14	11	58	72	72	47	54	303	42

3. Four-year graduates did better than two-year college applicants, although there were many individual exceptions to this generalization. The highest score on the prognosis test was made by a two-year applicant who had not had any formal education for many years but had a long experience.

4. There was very little difference between the references. This is as would be expected and implies that references are ordinarily of little value in an objective setup. They are extremely valuable, however, for specific items.

5. The successful applicants were above the average of all applicants in all respects except intelligence, although of the 15 persons chosen, they were distributed as follows: Commercial, 2; Physical Education, 3; Primary, 2; Art, 1; Music, and Expression, 1; High-School English, 1; High-School Social Studies, 2; Elementary Arithmetic, 1; Elementary Social Studies, 1; and Elementary Oral Expression, 1. Thus 9 of the 15 were chosen from the groups which ranked the lowest and 10 of the 15 were elementary teachers.

Results of the Plan

The choice of new teachers was made by the superintendent working with the teachers' committee of the school board. The superintendent prepared a list of applicants for each position. This list showed their rating on each qualification and their total rank. New teachers were then chosen from the three at the top of each list. In almost all instances the first person in the list was the one chosen.

TABLE II. Comparison of Successful Applicants with Entire Group

	Total	Ellwood City Residents	Men	Women	College Graduates	With Experience
All Applicants.....	155		50	105	113	79
Ellwood City Residents	33		5	28	8	16
Recommendations	15	9	4	11	11	7

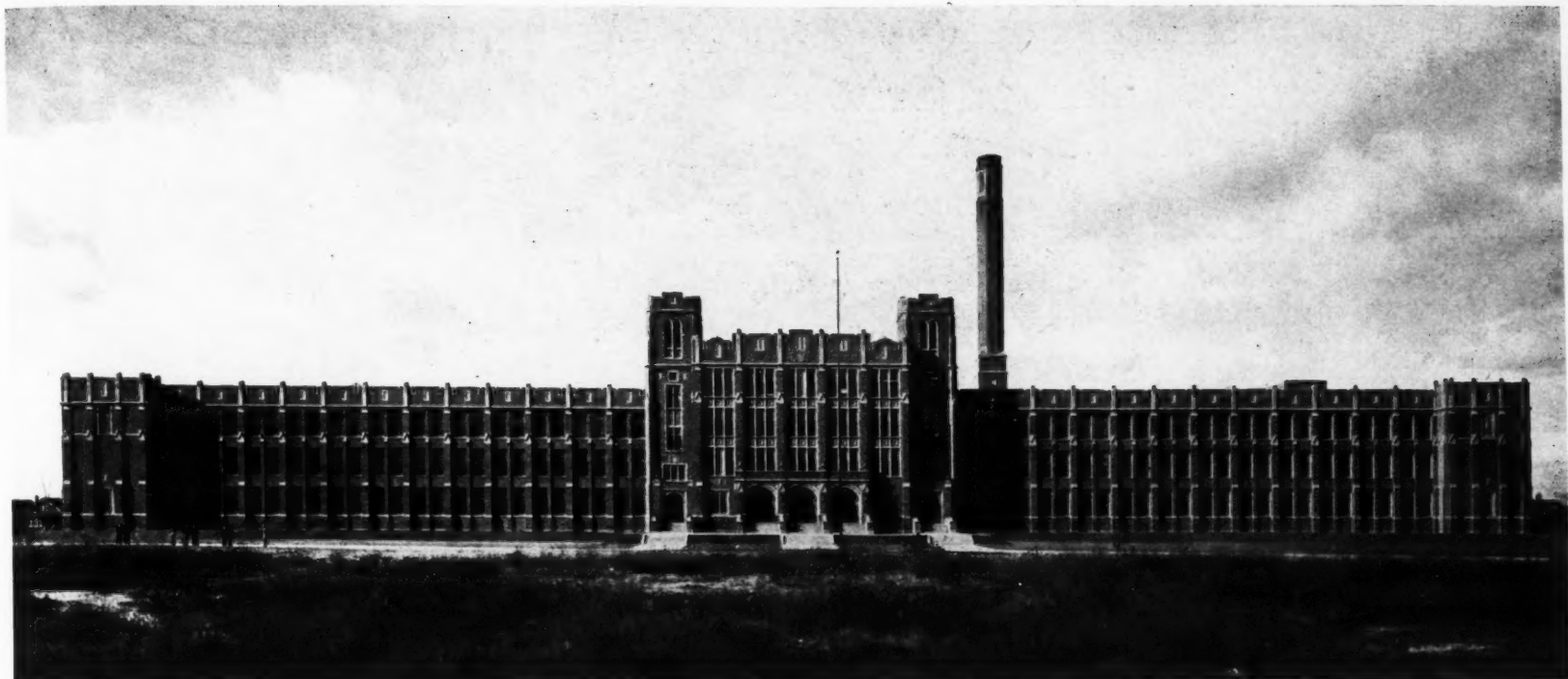
Table II shows that (1) although there were 33 local applicants and 15 positions filled, 6 or 3/5 of these positions were filled by nonlocal applicants; (2) only 8 local applicants were college graduates, yet of the 9 local people placed 5 were college graduates; (3) seven of the 15 new teachers have had experience — all except one of the non-college graduates are in this group; (4) of 10 elementary positions, 6 were filled by college graduates.

In Conclusion

The plan has been valuable for it has: (a) Put the selections of teacher applicants on a merit basis and has eliminated attempts to use favoritism. (b) It has called attention to the important factors which must be considered in the selection of teachers. (c) Criticism of teacher choices has been practically eliminated, and genuinely serious objections have been entirely obviated. (d) The teachers selected have proved that they are capable, and there has been less lost motion in developing this group of teachers into efficient and capable instructors than with any previous group.

The plan is open to criticisms and requires some modification as experience develops points of

(Concluded on Page 75)



GENERAL EXTERIOR VIEW, STEINMETZ HIGH SCHOOL, CHICAGO, ILLINOIS
John C. Christensen, Inc., Architects, River Forest, Illinois.

Steinmetz High School, Chicago

Thomas J. Higgins, Assistant Director of Building Survey, Chicago

The new Steinmetz High School, located on a fifteen-acre site in the northwest section of Chicago, was completed and opened in September, 1934. The school was planned to accommodate 2,800 pupils in a four-year high-school course.

The building is located at the rear of the site on a slight elevation overlooking a foreground approximately 600 feet wide and 700 feet long which is now being developed for athletic purposes with the aid of Illinois Emergency Relief help. The plan contemplates a football field, a quarter-mile running track, two baseball diamonds, two soft-ball diamonds, and six tennis courts.

The facilities provided include an auditorium seating 1,500, a small assembly hall, capacity 200, one large gymnasium with bleacher space, two smaller gymnasiums, and two corrective gymnasiums for remedial work. The natatorium includes all the necessary appurtenances of showers, lockers, team rooms, etc. There are also a lunchroom seating 900, a library, three study rooms, 27 classrooms, 2 chemistry laboratories with lecture and preparation room, 2 physics laboratories with lecture and preparation rooms, 2 biology laboratories with lecture and preparation rooms, and a conservatory on the roof, 2 general-science laboratories, 3 art rooms, 2 mechanical-drawing rooms, 2 bookkeeping rooms, 2 stenography rooms, 3 typewriting rooms, 1 calculating room, 1 commercial geography room, 1 commercial law room, 1 chorus room, 1 orchestra and band room, 1 millinery and sewing room, 1 cooking room, 1 wood shop, 1 automobile shop, 1 electric shop, 1 printing shop, a civics room, boys' club room, ROTC suite and rifle range.

The Steinmetz High School building was planned with a center

auditorium and the gymnasiums at the rear, which is a deviation from the practice usually followed in Chicago of placing the gymnasiums on one side and the auditorium on the other side of the building.

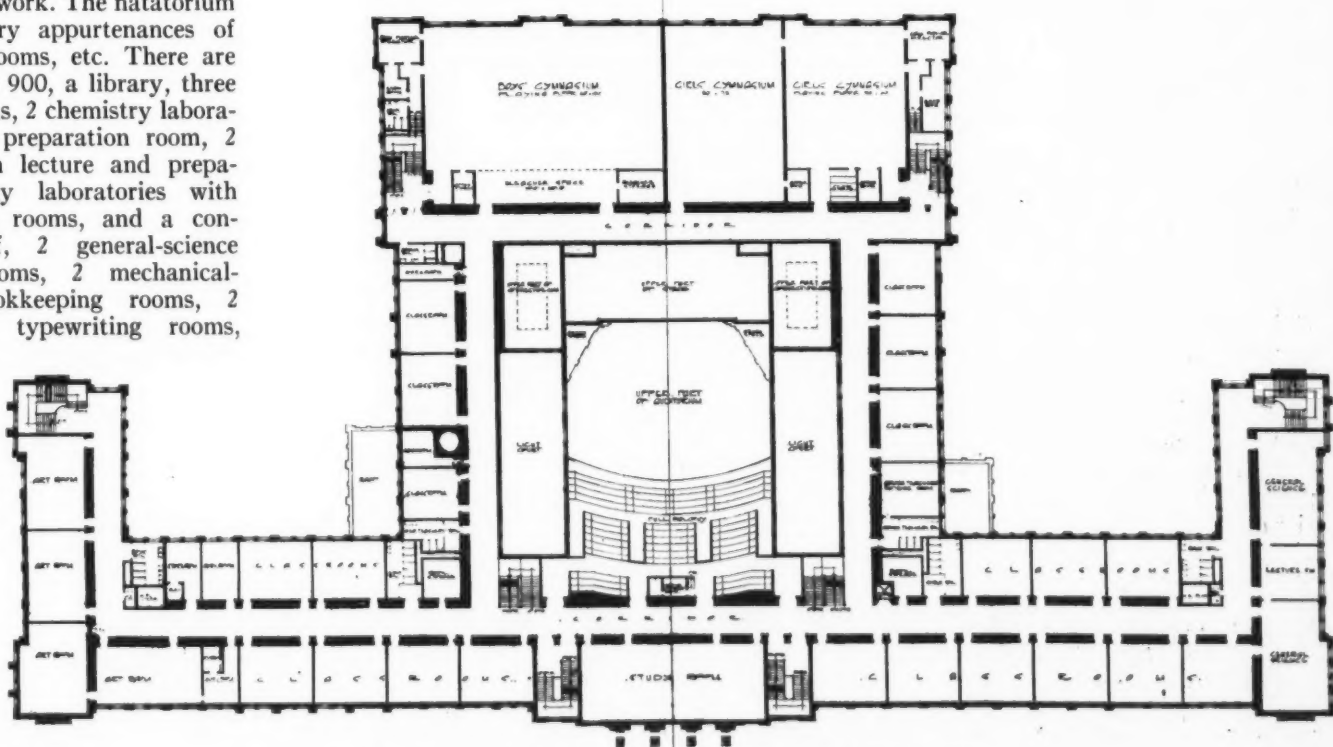
There are sliding gates provided in niches in the corridors that may be opened to restrict the after-school audiences in the auditorium from access to other sections of the building. Public toilets, check rooms, and a ticket office are provided off the foyer.

The stage is of ample dimensions for any type of school activity. It is provided with a

steel grid for hanging scenery and a steel curtain.

The cafeteria is located at the rear of the building. Directly above on the second floor are the natatorium and locker rooms. The kitchen for the cafeteria occupies the space below the natatorium. The space between the deep end of the pool and the first floor is used for refrigerators, vegetable rooms, and storage of kitchen supplies.

The opening of this high school in September, 1934, has helped to relieve overcrowded conditions in three neighboring high schools.



THIRD FLOOR PLAN, STEINMETZ HIGH SCHOOL, CHICAGO, ILLINOIS
John C. Christensen, Inc., Architects, River Forest, Illinois.

A Teacher's Appreciation of the New Steinmetz High School

William E. McBride¹

Every teacher has tucked away somewhere in his mind a list of the features that he would like to see incorporated in a school building. Every teacher has dreamed of the ideal school plant where worries about equipment and inconvenience could be thrown to the winds and all energies devoted to the preparation of lessons and the teaching of children.

The new Charles P. Steinmetz High School, opened this fall in Chicago, is the answer to a teacher's prayers. No doubt every building has some of the features to be found here, and probably some new high-school buildings have most of them, but the 103 teachers who constitute the faculty at Steinmetz are virtually unanimous in their belief that this building "has everything." A questionnaire at the end of the fourth month brought three adverse criticisms, all minor matters, but a veritable deluge of praise, ranging from a near rhapsody about "Steinmetz Beautiful" to a careful listing of longed-for features at last realized. A bookkeeping teacher sang for joy that her room had a wash bowl where dirty hands could be washed without leaving the room; the teacher in charge of supplies was pleased that an automatic freight elevator ran from the receiving room to the top floor; and the drama teacher was delighted with an auditorium seating 200, and complete with stage and all facilities for class and "Little Theater" presentations as well as a beautiful assembly hall with a professional stage and ample dressing rooms. These, and a hundred other features, most of them trifles when taken alone, combine to make the building a teacher's Paradise and a pupil's Utopia.

The arrangement of the building is ideal from the standpoint of the teacher who wants a minimum of disturbance from gymnasiums, music rooms, and shops, and from the view of the student who wants to get to classes on time and to study without disturbance. The gymnasiums are located in a separate section, and like the assembly hall, can be shut off from the rest of the building when outsiders come in for games or public exhibitions. They are on the third floor, over the two locker and shower rooms, and the pool is between the locker rooms. No classrooms are in this wing, for the lunchroom occupies the first floor, so there is a minimum of class disturbance.

A building, to be a good one, from the teacher's point of view, must be so arranged that the pupil can get in and out of rooms and from class to class in the shortest possible time. At Steinmetz, the corridors are wide and light, floored with noiseless and slip-proof parquet flooring. There are no bottlenecks, and a stairway is provided

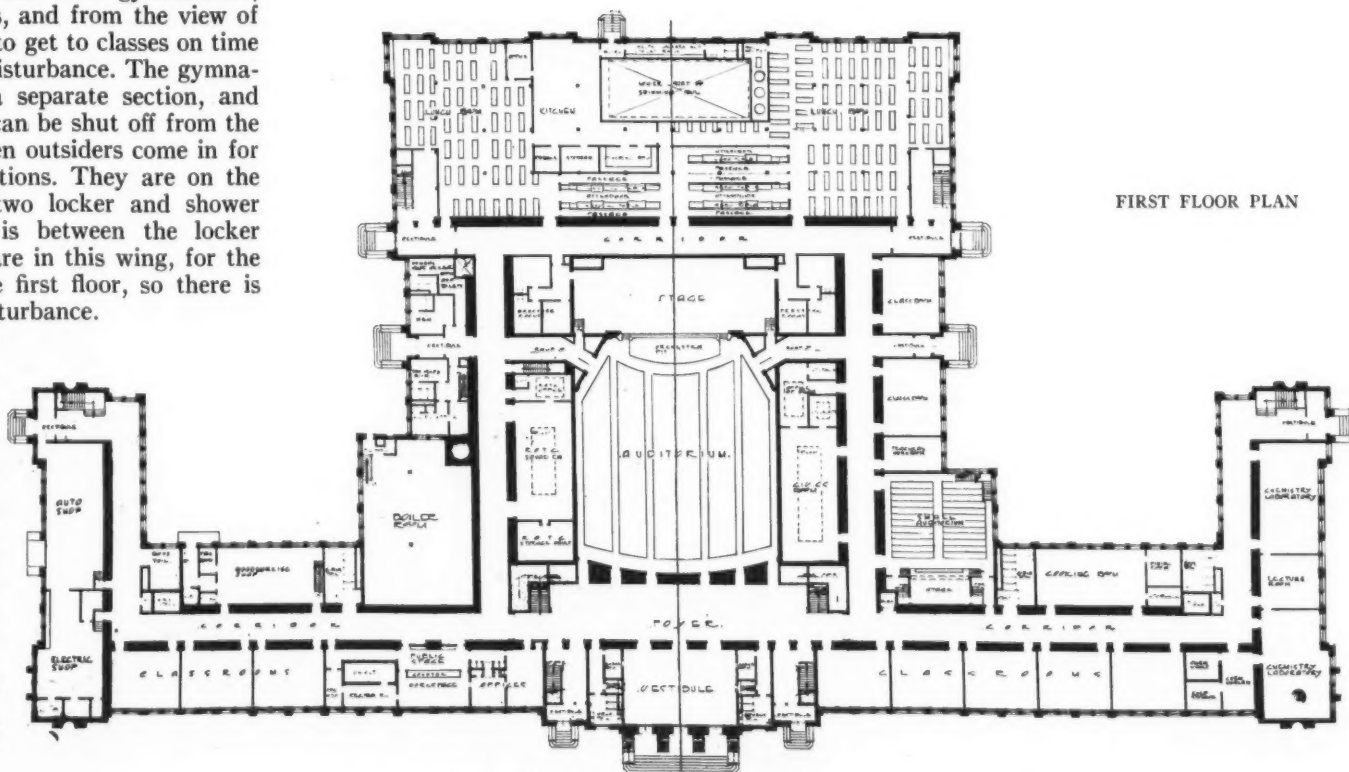
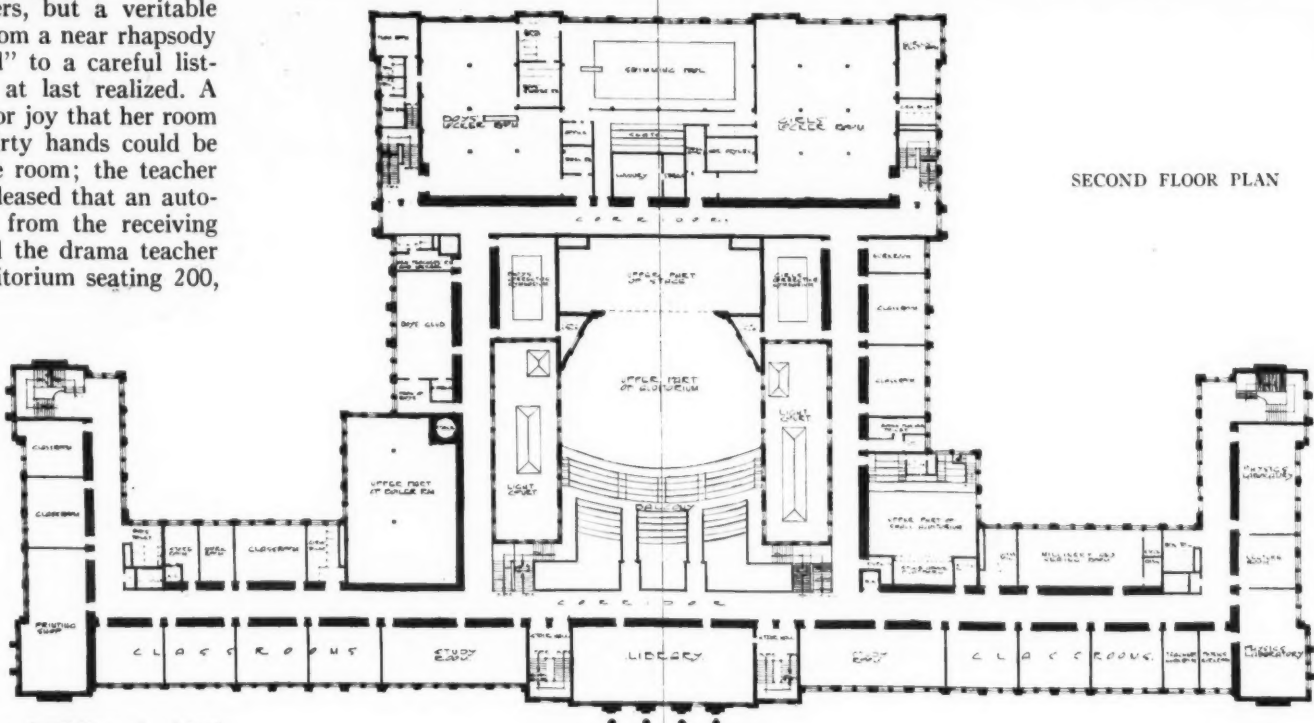
at the end of every corridor; at the center of the building there is a double set of inside and outside stairs arranged for one-way traffic. Thus eight complete stairways are provided for the 3,200 students.

Nothing impedes traffic in the halls. The doors are recessed so that no open door stands in the way; lockers are flush with the walls; no waste containers block the path, for they are built into lockers at convenient points. The corridor clocks project from the wall, and can be seen from any direction by the hurrying student or teacher. Every classroom has two doors, and each of the large study rooms, seating about two hundred students, have a third door in the center.

Within the classroom, nothing has been

spared for efficient learning. In both the standard academic classrooms and in the special rooms, there is ample blackboard space, and every room has convenient electric outlets and a projection space for slides and films. Every classroom has a built-in teacher's storage unit which includes a cork bulletin board, a closet with plenty of space and good ventilation, and a large storage case with bookshelves in the top and drawers in the base. A pleasing feature of these cases is the fact that two of the drawers are three feet wide and very shallow, for the storage of maps and charts or pictures.

Along the tops of all blackboards and bulletin boards is a map and display rail, with sliding hooks and a narrow width of cork. In every classroom, the entire left wall is fitted with windows and two rows of enclosed lighting fixtures, insuring adequate illumination on gloomy days. Comfortable seats, pedestal desks, and an automatic telephone complete the classroom picture. The building is wired for an address system by which the principal may speak directly to all rooms. Another classroom item particularly appreciated by the teachers



¹Administrative assistant, Steinmetz High School, Chicago, Ill.



LIBRARY, STEINMETZ HIGH SCHOOL, CHICAGO, ILLINOIS

is the telephone system which is entirely automatic, and by which any teacher can call any room in the building. An indicator in the office permits the principal to cut in on any conversation from his desk, and if desired, carry on a three-way telephonic conference. Another feature of the telephone system that is a great convenience is the paging device. Dialing the correct number from any telephone sets into action a soft chime in all corridors which taps out any pair of numbers up to ten, notifying teachers of any administrative task, such as a fire drill next period, or paging any member of the administrative staff who may be wanted. The person who is paged can, by dialing his number, answer the call direct from any telephone in the building. Any teacher who has hunted the principal in a large building will appreciate this.

Two extra-classroom items particularly enjoyed by the teachers are the teacher workrooms and the separate teachers' lunchroom. On every floor in the new Steinmetz are found workrooms, equipped with space for storing books and materials as well as wraps and other belongings, and where teachers may work without disturbance between teaching periods. In conjunction with these are teachers' toilet rooms on each floor, two of them having proper furniture for those who are ill. The teachers' lunchroom, which is glass enclosed and has its own service counter, provides an opportunity for the instructors to escape for a few minutes from the bustle of school, a relaxation much appreciated.

Despite this high degree of efficiency, the peak of perfection is most nearly attained in the special classrooms, such as those for science, drama, commercial subjects, music, and art, and the rooms provided for personnel work.

The science department is not spread out over a large area on a single floor, but it is arranged vertically in one wing. On each floor the science suite has two laboratories, a supply room, a vault, a lecture room, and a well-

equipped teacher's workroom for the preparation of materials and demonstration setups. The chemistry unit is on the first floor; physics is located on the second; and biology and general science are on the third. The third-floor workroom has a southern exposure to facilitate growth of plants for botany. An interesting feature of the chemistry laboratory is that, like the music rooms and shops, it has a separate exhaust ventilating system, not connected to the common ducts. This, of course, eliminates annoyance to other classes from fumes or noise. In all laboratories the students work individually or in twos at small

tables, and all face the front of the room. The music rooms are placed on the topmost floor, and are isolated by special construction, such as double doors and special heating and ventilating systems. In addition to soundproofing, these rooms have been treated so that the reverberation of sound is timed, so that the rooms are neither noisy and full of echoes nor "dead" and soundless. No outside academic class is ever disturbed by band, orchestra, or chorus. Such treatment is found not only in the music department but also in the type-writing rooms, the library, and the auditorium.

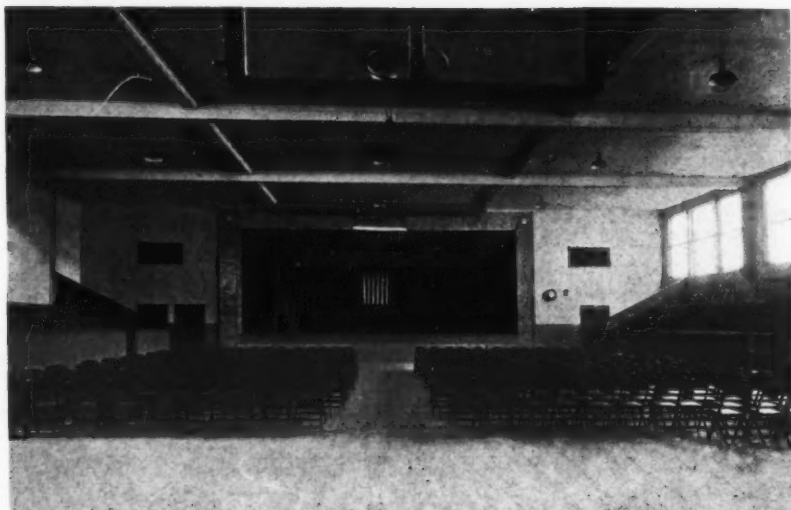
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COOKING LABORATORY, STEINMETZ HIGH SCHOOL, CHICAGO, ILLINOIS



GENERAL VIEW, LINCOLN SCHOOL, EVANSVILLE, INDIANA
Fowler and Karges, Architects, Evansville, Indiana.



COMBINATION GYMNASIUM-AUDITORIUM, LINCOLN SCHOOL,
EVANSVILLE, INDIANA

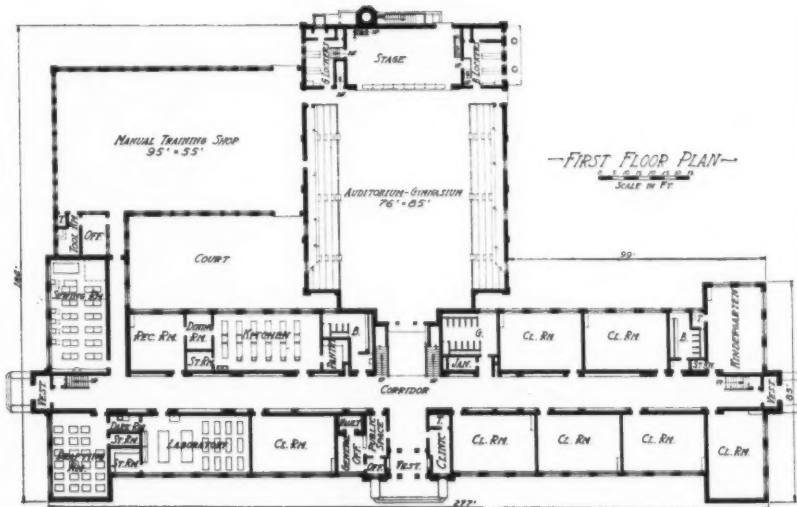
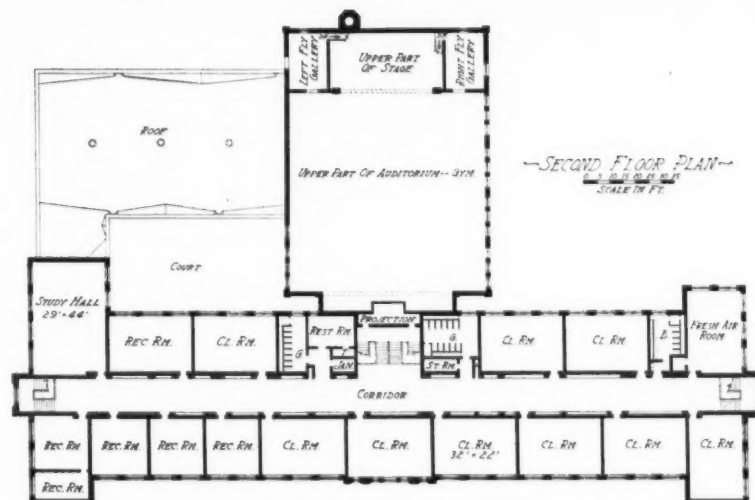


SEWING ROOM, LINCOLN SCHOOL, EVANSVILLE, INDIANA

This building was erected in 1928 for the colored children of Evansville. It affords space for a kindergarten and twelve full years of elementary and secondary work. The building is fireproof, constructed throughout of first-class materials, and cost with the architects' and engineering fees .2332 cents per cubic foot.

The building measures 184 by 277 feet, and is built of concrete, brick, and structural steel. The exterior is rough-texture brick and the trim is precast stone.

The corridors and stairways have terrazzo floors, glazed-brick walls, and sound-absorbing ceilings. The classrooms have linoleum floors, glazed-brick wainscoting, plastered walls and ceilings, and oak trim. The auditorium-gymnasium is finished



LINCOLN SCHOOL, EVANSVILLE, INDIANA
Fowler and Karges, Architects, Evansville, Indiana.

with glazed-brick walls, a sound-absorbing ceiling, and a maple floor. The toilet rooms have terrazzo floors, glazed-brick walls, and marble toilet partitions.

The building is heated by means of a vacuum-steam system, with unit ventilators in the classrooms and a central fan in the auditorium and manual-training shop.

The building has been carefully equipped so that each room may be used to the best advantage for the educational program. The elementary classrooms are fitted with fixed seats and 20 per cent adjustable seats. The primary grades have tables and chairs, and the high-school classrooms have tablet-arm chairs. The large shop is fitted for general-shop work.

The building has total cubic contents of 1,097,794 cubic feet. The cost was \$243,858.69.

A Century of Progress in Schoolhouse Construction—III

Forest R. Noffsinger

(Continued from January)

PRINCIPLES OF CONSTRUCTION

During the early years in the development of principles of schoolhouse construction, buildings were erected to meet the peculiar needs of the community. Mann,⁵⁸ in his "Supplementary Report" in 1837, indicated the recognition of the necessity for adapting the schoolhouse plans to differences in age of pupils, to the use of boys or girls, to the number of pupils to be accommodated, and to differences in the extent of the "range of studies to be pursued." Barnard,⁵⁹ in 1854, added to the list of factors presented by Mann adaptation to "different systems of instruction," to the "varying circumstances of a summer and of a winter school," and to "other purposes, religious and secular, than those of a school."

The principles of flexibility were first set forth by Burrowes in 1855.⁶⁰ He stated that the plan of the house selected should be such "as shall admit of addition and adaptation to the final purpose, without unnecessary alteration or expense." Burrowes also was the first to suggest that school officials should provide for buildings "of larger dimensions than are actually necessary for the present number of youth to be accommodated"; for, pointing to the rapid increase in the population of towns, he said, "there can be no error in that prudent foresight which provides for this increase."

Practice was not long in adopting the principles developed with respect to expansion. The board of education of St. Louis in 1857⁶¹ recognized the necessity for planning buildings so arranged that they could be added to with ease as indicated in the following statement of policy. "That the schoolhouses hereafter to be built be of uniform size throughout the city, as nearly as the demands of the different districts will permit; those in thinly settled districts to be of one half or one third the full size, and constructed with a view to receiving additions when required."

Another new principle of construction, that of durability, appeared first in the literature in the regulations of the Philadelphia school board in 1867.⁶² The school board felt "that the school structure should be erected with a view to durability, and the avoidance as far as possible of repair."

McRae⁶³ in the same year offered some suggestions tending to refine the principle of expansibility. He recommended that the building be set on the lot parallel with the street so that additions might be placed at the rear, and that the corridors might be arranged so that they could be extended into the additions. Furthermore, McRae elaborated on the principle of flexibility by suggesting that partition walls be made removable to provide for a change in the number of pupils cared for in a room.

In 1868 two school reports, Illinois⁶⁴ and Pennsylvania,⁶⁵ called attention to the mistake made in many communities of building the schoolhouse to meet only present wants and emphasized the need of consideration of the probable future wants of the district as well as its immediate wants.

An interesting attitude on the principle of adaptability was reflected by the State Superintendent of Virginia in his 1872 report.⁶⁶ He stated that "the schoolhouse has different objects from the audience room, and should never be constructed with an eye to the accommodation of public meetings. The whole establishment should be elaborated with sole reference to its educational uses; and the more exclusively it can be kept for that purpose the better."

Other authorities of the period from 1870 to 1885 stressed the value of adapting the building plans to the wants of the community.⁶⁷ After 1885, however, the literature is strangely silent on the principle until

the beginning of the development of score cards for evaluating school buildings. Nevertheless, floor plans of schoolhouses erected indicate that the principle was adhered to with some degree of steadfastness.

Evidence of the conflict between the principle of adaptability and the desire to create architecturally artistic school buildings is found in the 1884 report of the State Superintendent of Massachusetts,⁶⁸ and Hibberd, in the 1885 report of the Indiana State Board of Health,⁶⁹ said that "while every structure should be so designed as to come within the rules of architectural practicability and safety, the adaptation of a building for its special mission should never be sacrificed to architectural esthetics."

The question of fireproof construction first appeared in 1857 in a speech delivered by Reid⁷⁰ to the members of the Smithsonian Institution. No further mention of the subject was discovered in the literature of the period previous to 1883. In that year Wilson,⁷¹ speaking before a sanitary conference at Ionia, Michigan, concluded that "for buildings of two or three stories, it is of first importance that they be made indestructible by fire." Succeeding authors gave increasing consideration to the problem of fireproofing. Lincoln in 1886⁷² called attention to the need for the prevention of combustion and the fireproofing of floors; the State Superintendent of Iowa in 1889⁷³ desired mandatory regulations to force school officials to employ fire safety construction features in the building of schoolhouses; Briggs, in 1891,⁷⁴ regretted "that money enough is not usually appropriated to make it possible to adopt fireproof construction for schoolhouses"; and Burrage and Bailey, in 1899,⁷⁵ after describing the essentials of fireproof school buildings, stated that "the revised building laws of Boston require that all schoolhouses built in that city must be entirely of fireproof construction."

During the years following 1900, the requirements concerning fire safety in schoolhouses became more rigid, and finally there was developed by the American Institute of Architects the familiar classification of buildings into types on the basis of the degree of fireproofness of the construction. During more recent years, everything known to science has been drawn upon to secure the most durable and incombustible school buildings possible. However, in many cases economy has lowered the desired ideal often to the point of seriously impairing the durability and fire safety of school buildings. As a result we have today many buildings erected which are not much better in fire safety than the ideals of thirty and forty years ago.

ARCHITECTURAL DESIGN

The early pioneers had little time, money, or desire to secure pleasing effects in the exterior appearance of their school buildings. The task of securing any building at all was far superior to the problem of erecting the most approved style of building today. It is not surprising, then, that the early school buildings, except for some of the wealthier districts of the East, were devoid of any attempt at exterior beauty; the truly surprising thing is that architectural beauty developed as early as it did.

The early descriptions of schoolhouses were followed invariably by comments upon the lack of beauty in the school buildings and their surroundings and upon the influence of the condition and aspect of the school premises on the child mind. The 1841 report of the Visitors of New York,⁷⁶ after describing some of the buildings of the state, remarked that "these specimens will serve to show how far many of the schoolhouses, in this state, are pleasant places of resort, or study, and in what degree they are likely to inspire a respect for education, or a desire to enjoy and improve its advantages."

The Vermont school report of 1846⁷⁷ includes the same type of comment and adds that "while our other edifices, both public and private, have improved in elegance, convenience, and taste, with the increasing wealth of our citizens, our schoolhouses linger in the rear and bear the impress of a former age." A less polite statement is found in the 1847

⁵⁸Mann, Horace, "Supplementary Report on the Subject of School-Houses," *Life and Works of Horace Mann* (edited by Mrs. Mary Mann), Vol. 2, p. 434. Lee and Shepard, Boston, 1891.

⁵⁹Barnard, Henry, *op. cit.*, p. 49.

⁶⁰Burrowes, Thomas H., *op. cit.*, pp. 27, 90-1.

⁶¹City of St. Louis, "The History of the St. Louis Public Schools," *Twenty-first Annual Report of the Board of Directors of the St. Louis Public Schools for the Year Ending August 1, 1875*, pp. 170-1. Globe-Democrat, St. Louis, 1876.

⁶²Shippen, Edward, "Hollingsworth School, Philadelphia," *Barnard's Journal of Education* 24:602, October 15, 1873.

⁶³McRae, Hamilton S., "Our School Houses," *Indiana School Journal*, 12:120-2, April, 1867.

⁶⁴State of Indiana, "School Houses," *Twentieth Report of the Superintendent of Public Instruction for the State of Indiana, 1871-72*, p. 48. R. J. Bright, Indianapolis, 1872.

⁶⁵State of Pennsylvania, *Report of the Superintendent of Common Schools of the Commonwealth of Pennsylvania for the Year Ending June 1, 1868*, pp. 140, 143. B. Singerly, Harrisburg, 1869.

⁶⁶State of Virginia, *Virginia School Report, 1872*, pp. 23-4. R. F. Walker, Richmond, 1872.

⁶⁷City of Milwaukee, "School Buildings and Accommodations," *Annual Report of the Board of School Commissioners of the City of Milwaukee for the Year Ending August 1874*, pp. 56, 63. Traylor, Williams and Walters, Milwaukee, 1874.

⁶⁸State of Pennsylvania, *Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending June 1, 1876*, p. 133. B. F. Meyers, Harrisburg, 1876.

⁶⁹Hodkins, J. George, *op. cit.*, pp. 59-60.

⁷⁰Kiddle, Henry and Schem, Alexander J. *The Cyclopaedia of Education*, p. 169. E. Steiger, New York, 1877.

⁷¹State of Massachusetts, "School-Houses," *Forty-Eighth Annual Report of the Board of Education, 1883-1884*, p. 79. Wright and Potter Printing Co., Boston, 1885.

⁷²State of Massachusetts, *op. cit.*, p. 79.

⁷³Hibberd, James F., *op. cit.*, p. 232.

⁷⁴Reid, D. B., "Progress of Architecture in Relation to Ventilation, Warming, Lighting, Fireproofing, Acoustics, and the General Preservation of Health," *Annual Report of the Board of Regents of the Smithsonian Institution*, p. 177. Cornelius Wendell, Washington, D. C., 1857.

⁷⁵Wilson, T. P., "School Hygiene," *Proceedings and Addresses at a Sanitary Convention Held at Ionia Michigan, December 13 and 14, 1883*, pp. 62-3. W. S. George and Co., Lansing, 1884.

⁷⁶Lincoln, D. F., "School Hygiene," *Seventh Annual Report of the State Board of Health of Indiana for the Fiscal Year Ending October 31, 1888*, pp. 210-38. William B. Burford, Indianapolis, 1889.

⁷⁷State of Iowa, "School-Houses and Sanitation," *Biennial Report of the Superintendent of Public Instruction of the State of Iowa, November 1, 1889*, pp. 111-12. G. H. Ragsdale, Des Moines, 1889.

⁷⁸Young, A. G., *op. cit.*, pp. 243-8.

⁷⁹Burrage, Severance and Bailey, Henry Turner, *School Sanitation and Decoration*, pp. 17-18. D. C. Heath and Co., Boston, 1899.

⁸⁰Barnard, Henry, *op. cit.*, p. 32.

⁸¹*Ibid.*, p. 35.

Michigan report⁷⁸ in which Mayhew stated that "in architectural appearance, schoolhouses have more resembled barns, sheds for cattle, or mechanic shops, than Temples of Science," and Enfield,⁷⁹ writing of the schools of Connecticut in 1848, says, "If you see a very unique-looking building, a 'squatter' in the highway, or standing by permission on the side of some lot . . . that you may conclude is the district schoolhouse." The State Superintendent of Connecticut, in 1850,⁸⁰ gave a more sarcastic comment when he said of the schoolhouses of the state that "these are the Antiquities of Connecticut, rude monuments of art, that must have had their origin coeval with the pyramids and catacombs, for aught we can learn to the contrary, save by the uncertain information of tradition."

The first definite principle governing the architecture of school buildings appeared in the 1850 report of the State Superintendent of Indiana⁸¹ who said, "The building should correspond in character with the scenery around; must be adapted to the size and character of the school, and its style should be governed by the wealth and taste of the people by whom it is erected." Continuing, he stated that the buildings erected at that time could be classified under some modifications of the Gothic, the Italian, and the Grecian styles of architecture.

But even at this early date, the desire to construct too elaborately designed schoolhouses, from the point of view of architecture, was evident, for Burrowes, in 1855,⁸² warns against the erection of a fine large building "for the credit of the town." "It is true," he says, "the building should be appropriate and beautiful; but the character of the school must emanate from the interior and not depend on outside show."

For a period of approximately twenty-five years preceding the Civil War the prevailing style of architecture for school buildings seems to have been based upon Italian Renaissance precedents. But during the period centering around the Civil War its depressing social and economic aftermath, the style began to change to a more massive and durable Gothic with a consequent reduction in cost and a better adjustment to the changing principles of interior construction. Governor Butler of Massachusetts in 1883⁸³ expressed the attitude of the period of transition when he said that "what is spent in ornamentation may be better spent in making better means of egress in our schoolhouses in case of fire." Lincoln⁸⁴ touched upon another phase of the effect of architecture upon the interior of the building by saying that "projecting 'architectural features,' as cornices and pillars, are not to be allowed to interfere with windows, or lessen the amount of light entering." Palliser, an architect of the period from 1880 to 1890,⁸⁵ looked more to the architectural design of the building than to the educational needs within the building. He thought the architecture of the school building should be "characteristic and able to tell its own story plainly, even when one is at a distance of half a mile." Palliser also held that the schoolhouse "should point the way and be the leader in all new communities in that which pertains to the art of building."

Sanitarians of the period in question had a slightly different attitude expressed best by Young,⁸⁶ who stated the principle that "a pleasing exterior is desirable, but exterior decoration should be entirely subservient to that which is essential within the building." Numerous writers of the period from 1890 to 1900 reflected the same view as that expressed by Young. By 1900 the tendency was distinctly in favor of a pleasing but simple exterior design adjusted, not to the rigid demands of an architectural style, but to the increasingly refined educational needs of the school. Since 1900 the tendency toward simplicity continued, even to the point of severity, and resulted in what came to be known as the "factory" type. During the past few years, however, there is evident a strong reaction toward more pleasing structures with a predominately modernistic style.⁸⁷

MATERIALS OF CONSTRUCTION

Because of the abundance of materials, the earliest schoolhouses were constructed of logs, the same style being used as that of the early pioneer home. The logs were notched at the ends, and the cracks were filled in with sticks covered with a mortar made of mud mixed with cut straw. Sometimes the logs were hewed, giving the building a better appearance. Some of the earliest pioneer buildings had for a roof rough beams covered with branches, leaves, and earth. Later, clapboards were

used with eave poles and weight poles rafted on to keep the clapboards in place. When saw mills were available at a little later date, rough planks placed upright formed the walls of the buildings. In the villages and more prosperous sections of the country the first buildings were sometimes erected of stone or brick.

The New York state school report for 1844⁸⁸ indicated the relative use of different materials in the construction of school buildings. Of 9,361 buildings in the state reporting, 7,685 were constructed of wood, 446 of brick, 523 of stone, and 787 of logs.

Burrowes, in 1855,⁸⁹ gave the first discussion on the materials used in the construction of school buildings. He stated the principle that "the material of the building must be decided by the circumstances of each case." Burrowes concludes that "brick houses are the neatest, driest, and most suitable in all respects and stone the least so." Smithmeyer, in 1866,⁹⁰ elaborated upon the principle stated by Burrowes by defining the "circumstances" in each case as "the amount of money appropriated, the comparative cost of material, and the means of obtaining them."

By 1875 brick was a common building material and a high percentage of schoolhouses were erected of that material. In one county of Pennsylvania⁹¹ there were in 1877, 113 brick, 58 stone, and 28 frame schoolhouses. When the question of fireproofness of school buildings was being considered important, brick and stone became the only recognized satisfactory building materials. Burrage and Bailey, in 1899,⁹² pointed out that brick walls, in addition to offering greater fire protection, were more economical in maintenance and warmer in winter. These authors also recommended that all interior walls and partitions be constructed of brick.

More recently, with the development of other types of building materials, hard-burned brick and steel, reinforced concrete cement and cinder block, and terra cotta have been recommended as meeting modern standards. The recent experience of Los Angeles County, California, where a large number of new schoolhouses were seriously damaged by an earthquake, has directed attention to the principle that building materials must be adjusted to the particular circumstances in each case.

HEIGHT OF BUILDINGS

The earliest buildings were only one story high. The rooms in many of the buildings were not over 7 feet high. The visitors of one New York district reported in 1841⁹³ that of 13 buildings in the district only three were 10 feet high, and of the remainder only one was over 8 feet high. Only in a few of the larger cities were buildings more than one story high. By 1855 the typical city school building was three or four stories high. Burrowes⁹⁴ was the first of a long line of critics of school buildings that were too high. An article in *Barnard's Journal of Education* in 1866⁹⁵ states that "there can be but one argument thought of in favor of carrying school buildings up to this great height, and that is the argument of economy. As sky costs nothing, the expense of a building four stories high is less than one of the same capacity which is two or three stories high. But a schoolhouse is never truly economical unless it meets the requirements of health, convenience, and safety. In all these respects the four-story plan is decidedly objectionable."

With the development of state boards of health in the period from 1870 to 1880 condemnation of too lofty school buildings became more emphatic. Goodman, in the 1874 Michigan Board of Health report,⁹⁶ complained of the practice requiring children to climb two or three long flights of stairs two or four times a day. In the same year the Rhode Island Medical Society⁹⁷ went on record favoring buildings not over two stories in height. In 1875 the school board of St. Louis⁹⁸ passed a resolution that school buildings in the city should be three stories high and uniform in size. One New England mayor in 1876⁹⁹ ruled that schoolhouses should not be over two stories in height.

That practice did not follow the prevailing opinion of authorities in the field is evidenced by the fact that writers continued to condemn school buildings higher than three stories. Perhaps the rapidly increasing population of cities and the consequent increase in the price of grounds on which to erect buildings was a determining factor in causing school boards to disregard the opinion of authorities. Gradually, however, sanitarians, physicians, and educators waged a winning fight and today many cities have regulations preventing the erection of buildings over three stories. Score-card standards also limit the height of school buildings to three stories.

(To Be Continued)

⁷⁸*Ibid.*, p. 44.

⁷⁹*Ibid.*, p. 22.

⁸⁰*Ibid.*, p. 23.

⁸¹State of Indiana, "School Houses." *First Annual Report of the Superintendent of Public Instruction for the State of Indiana to the General Assembly*, pp. 299-300. J. P. Chapman, Indianapolis, 1852.

⁸²Burrowes, Thomas H., *op. cit.*, p. 27.

⁸³Butler, Benj. F., "The New Schoolhouse." *Journal of Education*, 18:195, September 27, 1883.

⁸⁴Lincoln, D. F., "School Hygiene." *Seventh Annual Report of the State Board of Health of Indiana for the Fiscal Year Ending October 31, 1888*, p. 231. William B. Burford, Indianapolis, 1889.

⁸⁵Palliser, Palliser and Co., *op. cit.*, p. 50.

⁸⁶Young, A. G., *op. cit.*, p. 245.

⁸⁷Dundor, A. B., "Report of the Committee of Preventable Diseases and School Hygiene." *Eighth Annual Report of the State Board of Health and Vital Statistics of the Commonwealth of Pennsylvania, 1892*, pp. 594-607. Edwin K. Meyers, Harrisburg, 1893.

Kaufman, W. S., "School Architecture." *Report of the Superintendent of Public Instruction of the State of Indiana, 1895-96*, pp. 491-6. William B. Burford, Indianapolis, 1896.

State of Maine, "School Yards and School Buildings, Designs, Plans, and Recommendations," *op. cit.*, pp. 97, 101.

State of Connecticut, "School Buildings and Ventilation," *op. cit.*, pp. 182-3.

Burrage, Severance and Bailey, Henry Turner, *op. cit.*, pp. 18-19.

⁸⁸Barnard, Henry, *op. cit.*, p. 29.

⁸⁹Burrowes, Thomas H., *op. cit.*, pp. 280-1.

⁹⁰Smithmeyer, J. L., *op. cit.*, pp. 280-1.

⁹¹State of Pennsylvania, *Report of the Superintendent of Public Instruction of the Commonwealth of Pennsylvania for the Year Ending June 1, 1877*, *op. cit.*, p. 369.

⁹²Burrage, S. and Bailey, H. T., *op. cit.*, pp. 13-15.

⁹³Barnard, Henry, *op. cit.*, p. 33.

⁹⁴Burrowes, T. H., *op. cit.*, p. 50.

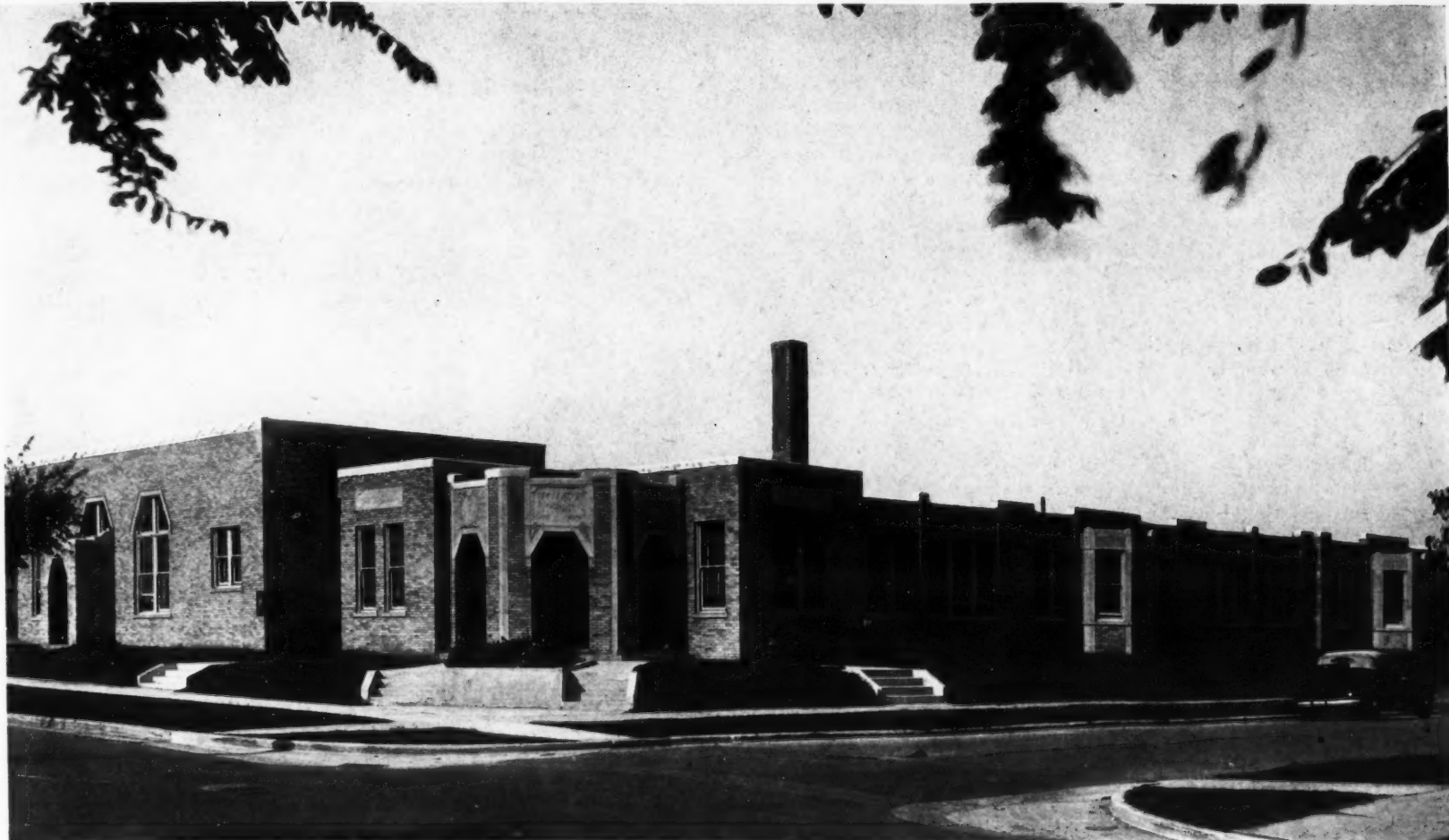
⁹⁵"Plans of Prescott Grammar School-House, Boston." *Barnard's Journal of Education*, 16:710-19, December, 1866.

⁹⁶Goodman, J. S., "The Relation of Schools to Health." *Second Annual Report of the Secretary of the State Board of Health of the State of Michigan for 1874*, p. 85. W. S. George and Co., Lansing, 1875.

⁹⁷City of St. Louis, "School Hygiene." *Twentieth Annual Report of the Board of Directors of the St. Louis Public Schools for the Year Ending August 1, 1871*, p. 108. Democrat Lithographing and Printing Co., St. Louis, 1875.

⁹⁸City of St. Louis, "The History of the St. Louis Public Schools," *op. cit.*, p. 182.

⁹⁹Gardner, E. C., *op. cit.*, p. 37.



GENERAL VIEW, JEFFERSON SCHOOL, SHAWNEE, OKLAHOMA
Hugh W. Brown, Jr., Architect, Shawnee, Oklahoma.

A Notable One-Story School Building

Hugh W. Brown, Jr., Shawnee, Oklahoma

The Jefferson School building at Shawnee, Oklahoma, completed in May, 1934, was the first PWA school-building project financed by the government in the State of Oklahoma. The splendid facilities which it affords in a growing section of the community for putting into effect a modified program of work-study-and-play education has indicated how valuable will be the new school building erected with federal aid.

The building has been planned to reflect in the exterior architecture, something of the very modern spirit of the educational program which it serves. The entire layout has been carefully studied for future enlargement and for possible

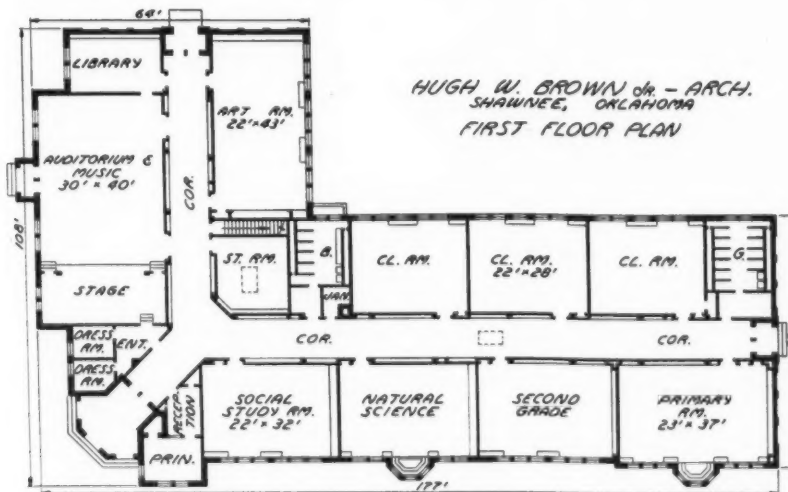
the rather fine quality of the adjoining residential neighborhood.

The building includes at present a kindergarten-primary room, four classrooms, a reading room, an art room, a natural-science room,



DETAIL OF ENTRANCE TO AUDITORIUM AND MUSIC ROOM, JEFFERSON SCHOOL, SHAWNEE, OKLAHOMA

Hugh W. Brown, Jr., Architect, Shawnee, Oklahoma.

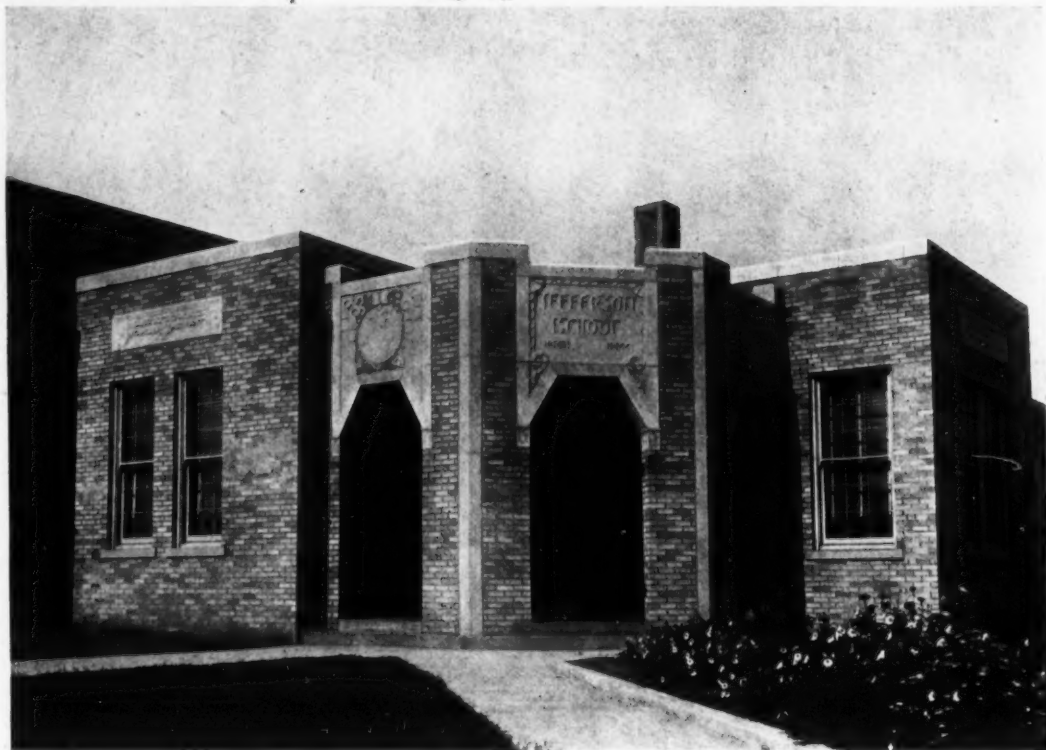


JEFFERSON SCHOOL, SHAWNEE, OKLAHOMA
Hugh W. Brown, Jr., Architect, Shawnee, Oklahoma.

changes in the organization of the school and in the teaching methods employed in the several departments. The building has been located at an angle of the site, where it is sufficiently removed from city noises to be quiet, and where the playground will be a single unit of rectangular shape. Consideration has also been given to the beautification of the street fronts of the building so that it may harmonize with

a social-science room, and an auditorium-music room.

The auditorium-music room is planned to be used all day and is actually in service during each period. This use is possible because it has been isolated from the academic rooms and there is little or no interference because of the sounds produced in the music classes and the school education groups. The room is arranged



DETAIL OF MAIN ENTRANCE, JEFFERSON SCHOOL, SHAWNEE, OKLAHOMA

Hugh W. Brown, Jr., Architect, Shawnee, Oklahoma.

Geography, history, music, and nature study have provided motifs for the interesting ornamental stone work for the entrance of this elementary school. The work is strictly modern in feeling, but restrained and dignified.

with an entrance independent of the balance of the building so that it may be used for plays, meetings of the parent-teacher association, and other civic groups. The large stage, with its dressing room, is ample for ordinary school and neighborhood theatricals.

The reading room, which has been placed at the rear of the auditorium, is located so that the teachers in the latter room may have supervision over the reading groups.

The art room, which is across the hall from the auditorium, is located on the north side of the building where it has constant light all day; it is equipped with a sink and built-in cabinets to serve all the requirements of art instruction and craftwork in the grades.

A room located in the inside corner of a building, and which has no outside windows for light or ventilation is always a problem in school buildings. In the present case, the room so located is used as a storeroom and is adequately lighted and ventilated by a skylight. It is planned, however, and plumbing and ventilating arrangements have been made for this purpose, to use the room as a cafeteria when the present lunch system is extended.

The kindergarten-primary room, which is

located adjoining an outside entrance so that the little tots need not mingle with the older children, has a very interesting feature in the shape of a glazed-tile bay, stepped up as a place for growing plants and flowers. The natural-science room also has a small bay, equipped with an aquarium for fish. This room also has a large closed-in cabinet for storing instruments and for displaying natural-science specimens.

Special attention in planning this building was made concerning cabinets and conveniences for the pupils and teachers. Spaces over the lockers in all rooms were provided with storage cabinets. The space between radiators was provided with cabinets for the pupils' books. The pupils' wraps are accommodated in steel lockers in the corridors, except for the primary and second-grade rooms, in which lockers are placed to open inside the rooms, so that the teachers may assist the little tots into their wraps.

An interesting feature of the building is the exterior stonework, which has been designed not merely to impress the adult beholder, but also to inspire children and to encourage their quest for knowledge.

The building is fireproof throughout, with

the exception of doors and windows. All inside doorcases and frames are of steel. The interior walls are plastered on metal lath and gypsum tile. The outer walls are brick, backed with tile. The floors are of concrete-slab construction, with asphalt-tile walk surfaces.

The building under the present organization will accommodate 350 to 400 pupils. The cost was \$60,000. On the basis of the cubic contents, this amounts to 30 cents per cubic foot.

WHY CINCINNATI CARRIES ITS OWN SCHOOL-BUILDING INSURANCE

Dr. T. C. Holy, professor of education at The Ohio State University, summarizes in a recent bulletin the experience of Cincinnati in carrying its own insurance on the school buildings of the school district. Cincinnati has since 1912 followed the plan of setting aside a sum of money annually in lieu of paying fire-insurance policies.

For each year from 1912 to 1924, inclusive, the board transferred \$25,000 from the general fund to the replacement fund, which with earnings amounted to \$361,000. In 1925, the board fixed the maximum of the fund at \$350,000, so the difference, together with later income, was transferred back to the general fund. In 1928 the board decided that the fund should be allowed to increase to \$500,000. On October 19, 1934, it amounted to \$450,568.64.

A study of the expenditures made from the fund for losses to school property show that none were made between 1912 and 1928. In response to an inquiry on this, R. W. Shafer, clerk-treasurer, wrote as follows: "This is due to the fact that during this period, there occurred no school fires in the Cincinnati school district."

Between January 1, 1928, and October 19, 1934, expenditures from the fund amounting to \$19,348 were made to cover 21 different losses. If these total losses are distributed over the 22 years during which the plan has been in operation, they amount to an annual average loss of \$879.

As compared with the cost of insurance premiums in Akron, Canton, Dayton, Toledo, and Youngstown for the period 1930 to 1933, inclusive, it is estimated that this plan of self-insurance has saved the Cincinnati school district, after all losses have been deducted, \$204,000.

The board of education has made no appropriation to this fund since 1924. During that period, the income from the fund not only absorbed the school losses, but added \$89,000 to the original fund. This does not include the transfer back to the general fund in 1925, 1926, and 1927. In response to an inquiry as to how satisfactory the plan had been, Mr. Shafer wrote as follows: "The board of education feels that this has been a very satisfactory means of caring for possible fire losses in this district, and has in practice up to the present time cherished this fund as reserve for a sacred purpose without any thought of its use for other than its purpose."

SCHOOL-BUSINESS OFFICIALS TO SAN ANTONIO

The directors of the National Association of Public-School Business Officials have announced that the 1935 convention of the association will be held at San Antonio, Texas, October 15 to 18, inclusive. It is expected that reduced fares will be secured by the association.

President James J. Ball is actively arranging the program for the meeting.



NATURAL SCIENCE ROOM



TYPICAL CLASSROOM

JEFFERSON SCHOOL, SHAWNEE, OKLAHOMA

These rooms have been temporarily furnished with old desks taken from existing school buildings. They are graphic evidence of what happens when a splendidly arranged school building must, because of financial difficulties, be furnished with seating not especially adapted to the instructional work carried on in the rooms. It is planned to replace all of this furniture.

The Functioning of a Psychological Clinic in South Bend

Gladys D. Frith, M.D., Ph.D.¹ and Jennie Jones²

The purpose of this paper is to report briefly the results of the setup for psychological services during the last four years in our school city. The value of expert opinion in the dispensation of many problems relating to school children is unquestionably accepted. However, most school systems are unable (so they think) to provide for such services; consequently the problems are handled by individual teachers, principals, or others as best they can from the fund of their knowledge and experience. In some systems a full-time psychologist is employed, often in connection with a research department, to make examinations and analyses and to supervise the management of cases. This is, of course, the ideal situation, for which but few schools can provide. The plan employed in South Bend is a natural outgrowth of the fact that the writer had become a resident of the city and was available for part-time service with the schools. It was arranged that children who were unfortunately candidates for the special schools (such as sight-saving, crippled, etc.) and "problem children" should be referred to the psychologist for analysis and recommendations. A short social and academic history was to be provided by the school nurse or teacher. These children came to the office as any regular patient, thus giving the psychologist an opportunity to make contact with the parent. A report was made to the school-board office from which the information was given to the principal and teachers having a direct interest in the case.

A certain amount of follow-up work was done when it was necessary. Several conferences were held with teachers, supervisors, or other persons, over some of the difficult cases. All the children in the special classes for sight-saving, crippled, and mentally backward were examined. For this service the school system paid the psychologist a nominal sum for each case.

From September, 1930, to June, 1934, a total of 205 children were examined, 83 girls and 122 boys. Table I indicates the distribution of their mental level.

TABLE I. Distribution of Mental Level

	Boys	Girls	Total
Superior Normal Children.....	2	6	8
Average Normal Children.....	46	33	79
Low Normal Children.....	44	23	67
Borderline Cases.....	16	3	19
Feeble-Minded Children.....	13	15	28
Deferred Cases.....	2	2	4

Of this group 46 boys and 25 girls were found to be definitely unstable. This instability accounted for a considerable part of the difficulty encountered with these children.

The writer made definite recommendations to the school following each examination. The types of recommendation made with the number of each are shown in Table II.

The applicants for the sight-saving class particularly were limited to those of average normal ability and above. No definite limitations were placed on the membership of the other special classes, but the psychological examinations helped in solving individual problems. That the examination was generally considered worth while is indicated by the remark of one special teacher that invariably the children recommended for a certain placement succeeded there, while those who were admitted

TABLE II. Recommendations for Placement

	Boys	Girls	Total
Sight-Saving Room.....	15	22	37
Crippled School.....	3	5	8
Opportunity Room.....	12	8	20
Pre-Vocational or Vocational School.....	21	8	29
Fresh-Air Room.....	2	0	2
Feeble-Minded School.....	6	7	13
Epileptic Village.....	1	0	1
School for Blind.....	0	1	1
School for Deaf.....	1	1	2
Permanent Exclusions (instability and low mentality of adolescents).....	6	1	7
Temporary Exclusions (young children with low mental age usually).....	14	4	18
Special School Programs.....	6	4	10
Re-education along Special Lines.....	10	5	15
Medical Attention.....	4	4	8

contrary to recommendations usually failed to adjust in the new environment.

It is difficult to generalize from the many cases because each one naturally presented special problems needing individual solution. For that reason a few pertinent case histories are briefly reviewed.

Case 1

D. R. was making very poor progress in 4A at the age of 11-7. It seemed to date from a double promotion he had been given in the first grade. Insufficient grounding in the fundamentals of reading and spelling had led to his having failed in all subsequent grades. He was practically unable to read and very inattentive though not a disciplinary problem. He reacted very slowly and this tended to make him appear duller than he really was. An examination indicated that he was slightly below average normal in mental ability. On our recommendation he was immediately transferred to another school where he was given as much individual help as possible, beginning anew in reading. His progress was most encouraging. Gradually he was rehabilitated and worked back into regular classroom work. However, some difficulty is still experienced in overcoming his inattentiveness and lassitude which had developed before remedial measures were begun.

Case 2

R. P. was an average normal, stable 6-year-old who had failed in 1B and was thought stupid by his teacher. He was mischievous and spoiled and his whole trouble was undoubtedly disciplinary. He was somewhat slow in his reactions which made him appear dull at times, and kept him from competing successfully with other children. We recommended that he be disciplined firmly and consistently, both at home and at school, and that he be encouraged and praised whenever he succeeded in anything. Following this advice, much improvement was noticed before the end of the semester.

Case 3

S. N. was a superior normal in mental ability, stable, and with tendency toward being an electrical genius. His foreign-born parents were little interested in the boy's mental make-up, seemingly had nothing in common with him, and complained that he was "always monkeying around with electricity," that he swore, and was disobedient. S. said frankly he didn't like his mother, that she discouraged his electrical experiments, and made no effort to understand him. This maladjustment affected his schoolwork, causing him to be unhappy and moody. He had become a confirmed truant. As a consequence of our findings a business man interested himself in S., fostered his bent toward science, and at last report there had been no more truancy. An improvement in school attitude was noted. His worst trait seems to be an unwillingness to do anything that has no appeal for him.

Case 4

W. B. was a troublesome 10-year-old boy, stable, average normal, and not retarded in school. However, he was the bane of his teachers' lives. Home conditions and attitudes were bad and the chief cause of his difficulty. Taken to the hospital for circumcision and tonsillectomy, he escaped in pajamas down a fire escape. Because of tuberculosis

in the family he was transferred to a fresh-air room where for a time his conduct improved. When no longer underweight he was transferred to a school where his previous record was unknown, but the new environment failed to rehabilitate him. Recommendation that he be boarded away from home was made, but economic reasons prevented. Finally he was sent to an institution where after a few weeks he gave very little trouble, and is happy.

Case 5

J. J., a high-school senior, was a superior normal girl and undoubtedly a psychopathic. Her mother, a college woman engaged in business, had been obliged to leave J. most of her life to the care of landladies. Frequently the family was asked to move because of the child's tantrums and escapades. Until she entered high school, her school-work had been excellent; then, although capable, she was not interested and utterly irresponsible. Her influence was demoralizing to other girls. When confronted with her faults and failings, she readily admitted them and always sweetly promised to reform. Her only hope is that her teachers, parents, and other associates help her develop habits as stabilized as possible through firm but kindly discipline and close supervision. She will usually make a good first impression, but her psychopathy will make her unreliable and inconsistent.

Case 6

L. S., age 8-7, with an I.Q. of 79, was a case of a troublesome schoolboy superinduced by a broken home. His low mentality coupled with his inherited instability had resulted in making him a persistent behavior problem. When L. was a few months old his parents had separated, and the boy had lived with his drunkard father and an aunt. The latter alone seemed to understand the boy and realize his need for help. The father was very severe with the child, allowing him no opportunity for play, and not keeping his promises of rewards for good behavior. Financial difficulties led to much wrangling in the home and the child lived in this turmoil. A transfer to another school resulted in some definite improvement, and the situation looked hopeful, but a fresh outbreak of home difficulties a little later only renewed the problem.

Case 7

M. H., age 18-3, was average, normal mental ability but was unstable. Her test performance indicates that she does remarkably well some times, approaching a superior normal, then remarkably poorly at other times. This instability in her school-work had distracted and disgusted her teachers. At any indication of failure in any line, M. was always ready to give up and lose the desire to accomplish what had been her ambition. She needed to be encouraged to finish high school but not to aspire to college. However, she quit before graduating, worked in a store a while, but at present is doing housework, giving satisfaction especially in her care of children.

Case 8

J. A. was an average normal, fairly stable 9B girl of 14 when her fabrications began to bring her notoriety. She told well-connected but impossible tales of descent from royalty. Sometimes she pretended to be a twin sister who had just arrived from France while she, J., had gone to Canada. At such times she spoke with a French accent except in the classroom. Her mother knew nothing of this duality but said J. had had an imaginary playmate when a child. She was most co-operative when she realized that home deficiency (primarily an overcritical father who expected too much of a young girl) had developed this trait of fabricating. Improvement was noticed almost immediately. Re-education on the part of both child and parents seems to have been sufficient.

It is evident from above that a fairly adequate setup can be arranged both simply and economically. Of course, it must be admitted that a psychologist does not reside in every community, nor is he always available if he does. However, if the psychologist is engaged in private practice, an arrangement such as above certainly seems possible. Naturally, there is a limitation to the amount of work done by the psychologist under such circumstances, but it provides for the handling of the schools' most difficult cases which in itself is sufficient recommendation for the plan.

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THE AMERICAN School Board Journal

EDITORS:



WM. GEO. BRUCE

WM. C. BRUCE

School Expenditures in Larger Cities

WITH the tendency to cut general municipal costs, it follows, too, that the allotments made for school purposes suffer a proportionate reduction. When the various items which go to make up a municipal budget are considered, the question of relative importance comes seriously into play. Among these items, there are those that are absolutely essential to maintenance of government and the safety of the constituency.

The importance of the educational interests as a factor in the stability of the social order and in government there can be no doubt. The relative distribution of the public funds may, owing to local conditions or individual conceptions, vary in the several communities. Nor can there be any doubt as to the imperative demand for the cause of education.

In reviewing the reduction made in the cost of city government it becomes evident that the school interests have been subjected to greater cuts than have other departments of municipal government. The research bureau of the National Education Association brings out the fact that in 1924 the schools' share of municipal expenditures was 36.3 per cent but in 1933 it was reduced to 33.6 per cent. This applied to all cities of 30,000 population and over.

The study here presented does not attempt to enter into the causes which have actuated the change. One answer probably would be that the public demands upon the several branches of municipal government were greater now than ever before and that consequently the expenditures for the schools are proportionately lessened. Another might be that those concerned in police, fire, and sanitary service were more aggressive in their demands than were those who represented the schools.

At any rate, it would be interesting to establish the actual facts in the case and determine whether one or the other of the causes above enumerated, or both, lie at the bottom of the proportionate decline in city school support.

Whatever the answer here may be, it remains that in the allocation of public funds designed for local administration, the schools must obtain their just share. Where, in the judgment of the school authorities, this is not done, there must be an aggressive demand for that support to which the cause of education is entitled. While such demands cannot ignore the claims of other municipal departments and the general financial status of the municipality, they must nevertheless be asserted upon the basis of equity and the needs of the schools with a fearless and aggressive front.

The Problem of New Schoolhouse Construction

IN MOST sections of the country, the question of schoolhousing is always a live one, both as to new structures and the rehabilitation of old ones. Two factors are constantly at play. One is an ever-increasing and constantly shifting school population, and the other the deterioration of the older structures. Thus, the question of schoolhousing presents itself in the degree that one or the other of the two factors asserts itself. The conservatism, which has entered the financial operations of the average school system, has reduced capital investments to a minimum. In 1926, the expenditures for capital outlay in the school field amounted to \$411,037,774, while in 1934 it was reduced to \$101,468,000. The result has been that while the economies which have been introduced have caused the postponement of building projects, there are many instances through-

out the country where new or added schoolhousing has become an acute need.

The volume of new school-building projects allotted federal aid last year, and now under various stages of progress, amounts to \$188,000,000. The greater fraction of this sum, so far as construction progress is concerned, will fall into the year of 1935. Here it is perhaps safe to add that at least 25 per cent of the schoolhouse projects are locally financed and merely avail themselves of the federal grant of 30 per cent.

Speaking prospectively, it develops that the National Government has appropriated the huge sum of \$4,880,000,000 for relief and recovery administration. Just what proportion will go into public works' projects is not clear at this time, but it is reasonable to assume that a liberal proportion of the total appropriation may be secured for schoolhouse construction.

The nation's school-building needs can at best be estimated on general terms only. A study submitted by the National Education Association brings the number of condemned buildings still in use in 18 states and 163 cities up to 5,121. Taking the country as a whole, based upon this statement, it may be held that the total figure is twice that number.

Here it must also be mentioned that reports from the same number of states and cities shows that 600,000 children are attending school in portable, rented, or other temporary buildings. The total number of children housed in such structures, it is estimated, exceeds the one-million mark.

The school authorities concerned in the adequate housing of the school children must not only make a careful study of present and prospective needs, but also ascertain the financial aids at their command. The first consideration here is the matter of local tax ability to provide the need for financial support. Where this ability exists, federal aid will not be required. Where it does not exist, the offerings of the National Government should be carefully considered. The assumption here must be that the Federal Government will stand ready to extend aid on the same terms that such aid was extended last year. This has meant an outright grant of 30 per cent and adequate security in approved bonds for the other 70 per cent.

The experience of the past year has been that a number of school systems availed themselves of the 30 per cent grant and financed the balance themselves. In the latter case this balance could be negotiated in open market. The alternate course was to refuse federal aid and thus escape complying with the code.

At any rate, school authorities confronted with the need for more schoolhousing should make a careful study of just what is implied by federal aid and to avail themselves of such aid if in the light of local conditions this is deemed expedient and advisable.

Awarding School Contracts to the Lowest Bidder

IT HAS become an accepted rule in this country that the award of a public contract invited upon a competitive basis must go to the lowest responsible bidder. Such bidder, in compliance with the specifications, usually accompanies his bid with a certified check as a guarantee, that he will provide a bond for the faithful performance of the contract.

So far everything would seem to be in proper order. The assumption must be that all contractors have bid on the same thing and that the bond provides the necessary assurance that the service bargained for will be rendered.

Experience, however, in recent years has taught that failures to fulfill contracts arise and that a bond is not always a sufficient guarantee against losses and annoyances. In the past the term "responsible bidder" has not always been clear or conclusive. The irresponsible bidder may hide behind a bond. He may be a fly-by-night operator, who is not equipped to carry out a contract and will trust to luck and the whims of fortune to see him through.

If he fails to fulfill his bargain, the purchaser may fall back upon the security afforded by the bond. And what does this mean? The bonding company may be liable for the amount of the bid, but if

the contract is awarded to the next lowest bidder that is not assurance that any added costs will be covered by the bond. In other words, the higher figure which must be paid in case of a re-letting is not covered by the indemnity offered. Besides, the collapse of a contractor is always attended with vexatious delays and embarrassments.

Thus, public authorities have fortified themselves by placing a new interpretation upon the term "lowest responsible bidder," by exacting a definite statement that the prospective contractor is in reality equipped to perform the service expected of him.

In a midwestern city, six bids were submitted recently for a construction job. Odd as it may seem, the three lowest bidders were alike in their figures. It appeared for a time, that they were in collusion. This was, however, not the case. In complying with the labor code, they had arrived at a similar figure. The award went to the contractor who had rigidly complied with the specifications. These provided that the contractor must demonstrate that he is fully equipped with a plant and machinery and a trained organization to carry out the bargain. In this instance the board was unwilling to risk the services of an interloper with only a surety bond to back him, and insisted upon purchasing the services of a reputable bidder who had a production plant, a competent staff of men, and a record of experience and honorable dealing.

In the field of school equipment and supplies another factor enters. It is frequently considered necessary to purchase a new product which is somewhat in the experimental stage and which can only demonstrate its value after a period of use. In such a situation a guarantee is the only dependable safeguard. Again the responsibility, the financial solidity, and the length of the contractor's or manufacturer's record are the final safeguard of the purchaser. If the contractor, or manufacturer, is irresponsible, the school board will eventually bear the loss. For this reason the school board may well insist upon doing business only with the truly responsible bidder who is able to make good on his bargain even after he has received his money and has departed from the scene. To be accepted as a responsible bidder implies an honorable performance of a contract in all its essential detail.

Teachers and Legislative Lobbying

IT IS safe to say that never before in the history of the nation have educators in greater numbers given attention to the subject of school legislation than at the present time. In every state the education departments, local school authorities, and teachers' organizations are seeking to combat the difficulties which have befallen the school interests. The situation is being studied in all its aspects and corrective measures are being urged.

The entire effort centers upon one main objective, namely, more adequate support for the operation and maintenance of the public schools. In each of the forty-four states where the legislatures are meeting, a variety of legal reforms and administrative improvements based on state and local needs are planned. On the part of the state departments and the local administrative school officials interest is divided as between finding additional school funds and devising ways and means of using them most effectively. Thus the problems of enlarging local school units, eliminating unnecessary teacher-training institutions, equalizing funds, and even of re-examining long-term school programs and objectives are found in the legislative programs originating in state departments. The teachers' organizations seem to be more strongly interested in getting more school funds so that terms may be lengthened, salary schedules re-established, and teaching loads may be reduced. With both school executives and teachers the matter finally centers upon the subject of taxation, or rather the formulation of a system of exacting tribute that shall be both equitable and adequate.

Where the teachers have delved into the subject of taxation they have made the discovery that the prevailing property tax is an antiquated instrument which is not equitable so far as distribution of the burden is concerned and that as a revenue-producing agency it no longer meets the demands of modern government. And they have also found that where the appeal goes to a legislative body for a

more liberal school support, there must also go an intelligent discussion as to the methods of taxation in order to secure the needed revenue. They have learned that the schoolmaster who argues for better school support must also stand ready to discuss the problem in all its ramifications which means that he must demonstrate some familiarity with the theory of taxation. And it may be added, the teachers have quite fully mastered the leading principles of the new forms of taxation.

There is, however, another phase to the legislative approach. It applies to the expediency of teachers appearing in a body before legislative committees, in order to make an impression upon the lawmakers by virtue of their numbers. There can be no objection to this course of procedure, provided the teaching profession concerns itself solely with the problems of education in an open and frank manner and remains free from that form of meddling which so frequently enters the halls of legislation, and which sometimes degenerates into political intrigue or other extremes.

Instead of presenting large delegations of teachers before legislative bodies to lobby for school bills, as predicted in several states, it would be wiser to leave such labors to the educator who understands the issues in all their ramifications and who is quite clear and logical as to the diplomacy and the expedients that must be employed.

School-Board Pre-Election Promises

IT HAS happened quite frequently in the past, in communities where boards of education are chosen by popular election, that the candidates have been subjected to a series of questions as to their position on policies governing the administration of a school system. It is happening more frequently now, due, no doubt, to the fact that the taxpaying public manifests a more scrutinizing attitude on public expenditures than it ever has before.

Sometimes candidates for school-board honors come forward with a platform of principles and policies and acquaint their constituency with their conception of what should be done in managing the schools economically and efficiently. Promises designed to meet with popular approval are made.

Then there are candidates who refuse to be publicly cross-examined as to what they would do or not do in case they were elected to membership on the board of education. They hold to the thought that the public must have confidence in the interest and concern which the candidate has for popular education. It is here believed that the general character, prestige, and standing of the candidate rather than his position on separate questions, major or minor, should decide the choice.

Those who have engaged in pre-election promises have found themselves in an embarrassing situation when it came to the matter of performance. A problem may look one way from the outside and be quite different on the inside. The candidate may have definite views on the subject of school administration, and find when elected to office that these views are subject to modification.

The candidates for the board of education of a community in Kentucky recently refused to be publicly catechized as to the policies they entertained. "We expect to determine a course of action when the task is before us," they said. "If you have confidence in our honor, our loyalty, and our capabilities, vote for us. If not, vote against us. There are questions, which cannot be determined until all the facts are before us. It would be unwise to commit ourselves in detail on administrative policies and later on find that we must reverse ourselves." This expresses the attitude that a thoughtful and circumspect citizen who finds himself slated as a candidate for a board-of-education membership is likely to take.

It remains to be said that where pressing questions regarding the administration of schools occupy the public mind, a situation may arise in which something regarding the probable attitude of the candidate should be known. Unless the question is clear cut, however, and one upon which the public is well informed a definite commitment would be unwise. There can be no doubt that the voter has a right to know whether the candidate is a progressive or a conservative. When he is classified on one or the other side, his attitude on important questions may reasonably be anticipated.

The Right of Dismissed Tenure Teachers to Appeal to the Courts

Lee O. Garber, State Teachers' College, Mankato, Minnesota

Introduction

Teacher-tenure laws have been in operation in a few states for a number of years, but the majority of such laws have been placed on the statutes only recently. Practically all, if not all, such legislation has been enacted in the past 20 or 25 years. With the passage of this new type of legislation, new types of cases have come into the courts, namely, those brought by dismissed permanent teachers asking reinstatement. A few such cases were fought and decided earlier, but the majority of them are of comparatively recent date. Three questions raised in many of these cases, which the courts have had to act upon before proceeding to the rendering of a final decision, are: (1) May permanent teachers who have been dismissed from their positions resort to the courts? (2) What type of action should a permanent teacher seeking reinstatement bring? (3) How soon after the cause of action arises must the dismissed teacher start suit? In this study an attempt will be made to answer these questions in the light of decisions rendered by the courts.

When May Teachers Resort to the Courts?

Most, if not all, teacher-tenure laws, in addition to providing for the security of the teacher, provide the form or method and conditions of her dismissal. Some of these laws also specify the conditions under which the teacher may resort to the courts after being dismissed, others do not, while still others are very vague. As a result, in many cases where dismissed teachers have called upon the courts to reinstate them, their rights to resort to the courts have been questioned. School authorities in answering teachers' complaints have frequently contended that where the statute gives to an administrative officer or board the right to dismiss another officer or employee for cause, and the procedure for so doing is specified and complied with, the action of such administrative officer or board is final and not subject to the review of the courts. This contention the courts will accept where the officer or board has acted in good faith and has dismissed the teacher for a legal cause; but they have consistently held that they do have the right to review the action of such officer, or board, where he has acted fraudulently, or corruptly, or where there has been an abuse of power.¹ An Ohio court has stated this rule as follows:²

The general rule is that, where power has been conferred upon an administrative officer or board to remove another officer, a teacher, or an appointee, for cause, and the procedure is provided for such removal, and the procedure has been followed, the finding of such administrative officer or board dismissing another officer, a teacher, or appointee is final and conclusive and not reviewable by the courts, either in a direct proceeding to reverse or by collateral attack, except where such administrative officer or board has acted in bad faith, corruptly, fraudulently, or has grossly abused its discretion.

An Indiana case is also in point.³ This was a case brought by a teacher asking the court for a writ of mandamus to compel the board to return her to her position to which she claimed a right by virtue of a teacher-tenure law. The law provided the causes and method of dismissal and stated that "the decision of the school board shall be final." The school board claimed to have complied with the law and contended that its action, therefore, was not subject to the review. In ruling on this matter, the court said:

If a school board dismisses a teacher for a cause named in the statute, such action is conclusive and is

not subject to review by the courts, unless the board in taking the action acted in bad faith, arbitrarily, corruptly, fraudulently, or in gross abuse of its discretion. . . .

Where the statute specifically enumerates the causes for which a teacher may be removed or dismissed, the teacher cannot be removed or dismissed for any other cause, . . . and, where the school board in removing or dismissing the teacher acted outside of its jurisdiction or power under the statute, the action of the board is not final, but is subject to review by the courts. . . .

It has also been held that a teacher may bring an action if the administrative officer or officers, whose duty it is by law to make the original decision or review it, have erred in interpreting a statute.⁴ In this connection, a New York court has held that, where "the petitioner's rights are dependent upon statute, . . . a wrong construction of such statute by the commissioner of education is not binding upon the courts."⁵ Another New York case has gone a step further and has declared that where a law gives the teacher the right to appeal from the decision of the board to some higher administrative officer, such as the commissioner of education, the teacher need not appeal to such officer but may take her case directly to the courts, if the question to be decided involves the interpretation of a statute.⁶ It said:

But where the right of a party depends upon the interpretation of a statute, and it is claimed that a school board or official has proceeded to act in violation of an express statute and thereby the party complaining is being deprived of valuable rights, the courts will not be ousted of jurisdiction to determine the matter, notwithstanding another method of settling the controversy has been provided.

In some states teacher-tenure laws specifically provide that teachers may not be deprived of their rights and remedies in the courts. Such is the case in California. The law of 1921 provided that boards of education could dismiss permanent teachers by filing charges against them and giving them a hearing. In addition it added: "Nothing in this act shall be construed in such manner as to deprive any teacher of his rights and remedies in a court of competent jurisdiction on a question of fact and law."⁷ The California courts have been asked frequently to interpret this provision of the statute.⁸ In one case they have done so in the following language:

It would be difficult to give the provision quoted any meaning other than that, upon the discharge of a teacher for any alleged cause, he is entitled to maintain an action in court to determine the truth or falsity of the charges preferred against him.⁹ In yet another case the court expanded upon this idea as follows:¹⁰

It follows, therefore, . . . that it was the right of the trial court to determine the truth or falsity of the charges preferred against the plaintiff by the city superintendent of schools and which had been previously passed upon by said board of education. The right on the part of the trial court was in no way restrained or restricted by the fact that the board of education had previously acted upon said charges and had found the same to be true, as the action of said board by the plain terms of the statute is expressly made subject to the right of the teacher to resort to a court of competent jurisdiction and there have determined every "question of fact and law."

What Action Should a Teacher Asking Reinstatement Bring?

Courts, before rendering final decisions on the right of a permanent teacher to be reinstated are

¹Levitch v. Board of Education of the City of New York, 215 N.Y.S. 309; McCarthy v. Board of Education of the City of New York, 174 N.Y.S. 335, 106 Misc. Rep. 193; O'Connor v. Emerson et al., Board of Education of the City of Buffalo, 188 N.Y.S. 236, 196 App. Div. 807.

²Levitch v. Board of Education of the City of New York, 215 N.Y.S. 309.

³O'Connor v. Emerson et al. Board of Education of the City of Buffalo, 188 N.Y.S. 236, 196 App. Div. 807.

⁴California Statutes, 1921, p. 1664.

⁵Alexander v. Manton Joint Union School District, 73 Cal. App. 252, 238 Pac. 742; Hooper v. Wickes et al., (Cal. App.) 263 Pac. 853; Saxton v. Board of Education of Los Angeles City School District, 206 Cal. 758, 276 Pac. 998.

⁶Alexander v. Manton Joint Union School District, 73 Cal. App. 252, 238 Pac. 742.

⁷Saxton v. Board of Education of Los Angeles City School District, 206 Cal. 758, 276 Pac. 998.

often required to decide certain preliminary questions. The courts are frequently required to rule on the matter of whether the teacher has brought the appropriate type of action. Quite often when a teacher brings an action asking the court to reinstate her in the position she feels she has been wrongfully deprived of, the answer of the school board is that the teacher has brought the wrong type of action. In this connection, the courts are practically unanimous in holding that mandamus is to be brought in such a case.¹¹ A mandamus is the correct type of action when it is sought to have an unauthorized or illegal act of a municipal corporation corrected, prevented, or redressed. In this connection courts have held that mandamus is appropriate only when the teacher holds her position by virtue of statutory authority and not under contract.¹² A California case is in point.¹³ Kennedy, the plaintiff, was a principal for over ten years in San Francisco, and claimed to have been dismissed by the board of education in violation of a statute which guaranteed her security in this position. She, therefore, brought this action in mandamus asking the court to restore her. The school board, in answering the complaint, contended that an action in mandamus was not appropriate, and that the plaintiff should have brought, instead, an action for damages. The court answered this contention:

It may be conceded that a right to hold the position of teacher in the public schools would not be a "right" . . . if such right depended solely upon a contract with the board of education, and the term for which such position should be held were not fixed by the statute. But such is not the case. As we have seen, the term for which the respondent was entitled to hold her position was not fixed by any contract with the appellant. The duration of her term of service is fixed by the statute; and her removal from it was not merely a violation of a contract, but of an express provision of law forbidding such removal. Although her right to take the position depended upon the act of the appellant, the right to continue in it was preserved to her by the statute; and to take it from her was to deprive her of a right given her by law, and to which she has a right to be restored by mandamus. . . . The object being to restore her to a right given her by law, mandamus is the proper remedy; and, as her term of service is uncertain, and depends upon the action of the board of education, based upon the causes named in the statute, her damages could not be ascertained with certainty, and an action for such damages would not be an adequate remedy.

In this connection courts have held that an action in mandamus is not the appropriate remedy, and a writ of mandamus will not issue to a teacher whose rights rest upon a contract of employment with the board of education.¹⁴ A contrary view has been expressed in one case, however.¹⁵ A Georgia court held that mandamus was the proper remedy of a person seeking recovery on a contract broken by a county board of education. Thus it is apparent that there may be some question as to whether mandamus is, or is not, the appropriate remedy for a broken contract, but it is apparently settled law that such an action is proper for one who seeks restoration to a position held only by virtue of a statute. It should be noted that the courts will issue writs of mandamus only to those teachers who have been wrongfully dismissed. In this connection, it has been held that where dismissal has resulted from the abolition of a position, mandamus will not lie to compel reinstatement.¹⁶ Similarly, a teacher dismissed for cause may not be reinstated by mandamus.¹⁷ It has also been held

¹¹Fairchild v. Board of Education, 107 Cal. 92, 40 Pac. 26; Kennedy v. Board of Education, 82 Cal. 483, 22 Pac. 1042; Saxton v. Board of Education, 206 Cal. 758, 276 Pac. 998; School City of Elwood et al. v. State ex rel. Griffin et al. (Ind.) 180 N.E. 471; State ex rel. v. Cadwallader, 172 Ind. 619, 87 N.E. 644; People ex rel. Stanley v. Van Sicler, (N.Y.) 43 Hun. 537; Morley v. Power (Tenn.) 5 Lea 691; State ex rel. Gill v. Watertown, 9 Wis. 254; State ex rel. Thompson v. Board of Directors of City of Milwaukee et al., 179 Wis. 284, 191 N.W. 746.

¹²Barthel v. Board of Education, 153 Cal. 376, 95 Pac. 892; Blalock v. Ridgeway et al., (Cal. App.) 267 Pac. 713; Kennedy v. Board of Education, 82 Cal. 483, 22 Pac. 1042; Saxton v. Board of Education, 206 Cal. 758, 276 Pac. 998; School City of Elwood et al. v. State ex rel. Griffin et al. (Ind.) 180 N.E. 471; State ex rel. v. Cadwallader, 172 Ind. 619, 87 N.E. 644; People ex rel. Stanley v. Van Sicler, (N.Y.) 43 Hun. 537; Morley v. Power (Tenn.) 5 Lea 691; State ex rel. Gill v. Watertown, 9 Wis. 254.

¹³Kennedy v. Board of Education, 82 Cal. 483, 22 Pac. 1042.

¹⁴Lewellen v. Smith, 49 Neb. 755, 69 N.W. 114; State ex rel. Sittler v. Board of Education, 18 N.M. 183, 135 Pac. 96, 49 L.R.A. (N.S.) 62; Board of Education v. State, 100 Wis. 455, 76 N.W. 351.

¹⁵County Board for Houston County v. Hunt, (Ga.) 116 S.E. 900.

¹⁶Re Cusack, 174 N.Y. 136, 66 N.E. 677.

¹⁷Jordon v. Board of Education, 35 N.Y.S. 247, 14 Misc. 119.

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¹Keener School Township v. Eudaly (Ind.) 175 N.E. 363; Kegerreis, Trustee, v. State, ex rel., 195 Ind. 589, 146 N.E. 390; School City of Elwood et al. v. State, ex rel. Griffin et al. (Ind.) 180 N.E. 471; Finch v. Fractional School District, etc., 225 Mich. 674, 196 N.W. 532; Christmann v. Coleman (Ohio) 157 N.E. 482; McCrea v. School District, 145 Pa. 550, 22 Atl. 1040; Whitehead v. School District, 145 Pa. 418, 22 Atl. 991; State ex rel. Caffrey v. Supreme Court of King County, et al., 72 Wash. 444, 130 Pac. 747. (All of these cases are not so-called "teacher-tenure" cases, but are pertinent to the point in issue.)

²Christmann v. Coleman (Ohio) 157 N.E. 482.

³School City of Elwood et al. v. State, ex rel. Griffin et al. (Ind.) 180 N.E. 471.

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Book News

STATE SCHOOLBOOK PRINTING UNWISE

"My frank opinion is that the state printing of textbooks cannot and will not become a fact in any other states if the educational forces in the various states will inform themselves and in turn the public. The facts both in California and Kansas, the only two states that attempt to print their own textbooks (and neither by the way prints anything like all of them) point unmistakably to the conclusion that it would be nothing less than a tragedy for the future welfare of any state's youth to inaugurate the state printing of its textbooks."

This statement was recently made by Prof. Grover C. Hooker, of Los Angeles, California, who has for some years given the subject which he discusses most careful study. He is frequently called upon to give his opinion in states where the state printing scheme is under discussion. When State Supt. N. D. Showalter, of Washington, wrote him on the subject, he made a reply in which he said the following:

"The average layman, and, in fact, I suspect the average schoolman, does not know that the research work and preliminary studies which were necessary to bring out this one series of books cost the editors and publishers more than \$100,000. It should be obvious that no state could possibly, nor would they if possible, spend this amount of money in order that the children of any one state might have the best educational advantages."

"Again studies which I and others have made show that some 85 per cent and above of the best textbooks published in America cannot be had by either the State of California or Kansas unless they are bought in the usual way directly from the publishers as all other states must do. This is true because with two or three exceptions the major book companies and others printing by far the majority of the best textbooks will not rent their plates to any state printing its own textbooks."

"The reasons for this are obvious. The publishers serve the entire United States as well as many other countries and they could not rent their plates to states printing their own textbooks and continue in business. I made a study of the textbooks being used at that time (1927) in the public schools of Jackson, Missis-

issippi, and I discovered that were the state to adopt the plan of printing its textbooks 90 to 95 per cent of the best books then being used in the city schools of Jackson would have to be discarded because they are published by these major book companies which will not rent their plates to the states printing their own textbooks."

"I might cite many other cases but surely these are sufficient to prove to any person except those with vested interest, and who would exploit the youth of this nation to promote their own ends, that the state printing of textbooks would be an educational calamity for any state to embark upon."

"It is also well known and often stated by school superintendents in California that the basements and other corners of our schools are filled with state-printed textbooks while these school superintendents ask their boards to appropriate money to buy educational books necessary to give the youth of this state a well-rounded education. This leads to another conclusion that when all facts are considered the state printing of textbooks is not only an educational failure but a financial failure."

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By Herbert G. Lehmann. Cloth, 190 pages, illustrated. American Book Company, New York, Chicago.

The title of this book accurately expresses its content. It provides a series of 21 projects to be made out of readily available materials in the school shop, beginning with the simplest kind of pocket compass and ending with a neat one-tube radio receiver. The author, who is evidently a practical electrical engineer as well as a good teacher, has developed the series of articles to illustrate the most important principles of magnetism and of electricity, and what is more important, has produced a series of objects which will interest any live boy.

Each unit is introduced by an appropriate incident in the history of electrical discovery and is concluded with a series of explanatory questions and answers. The illustrations include complete dimensioned drawings. A final unit explains the theory of electricity as applied to batteries, magnets, arc lamps, motors, and radio receiving units.

Strayer-Upton Practical Arithmetics

First book. By George D. Strayer and Clifford B. Upton. Cloth, 500 pages, illustrated. American Book Company, New York, Chicago.

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Junior English in Action—Books I and II

Practice Book I. By J. C. Tressler and Kathryn Tressler. Paper, 136 pages. Price, 40 cents. D. C. Heath and Company, Boston, Mass.

Practice Book II. By J. C. Tressler. Paper, 168 pages. Price, 48 cents. D. C. Heath and Company, Boston, Mass.

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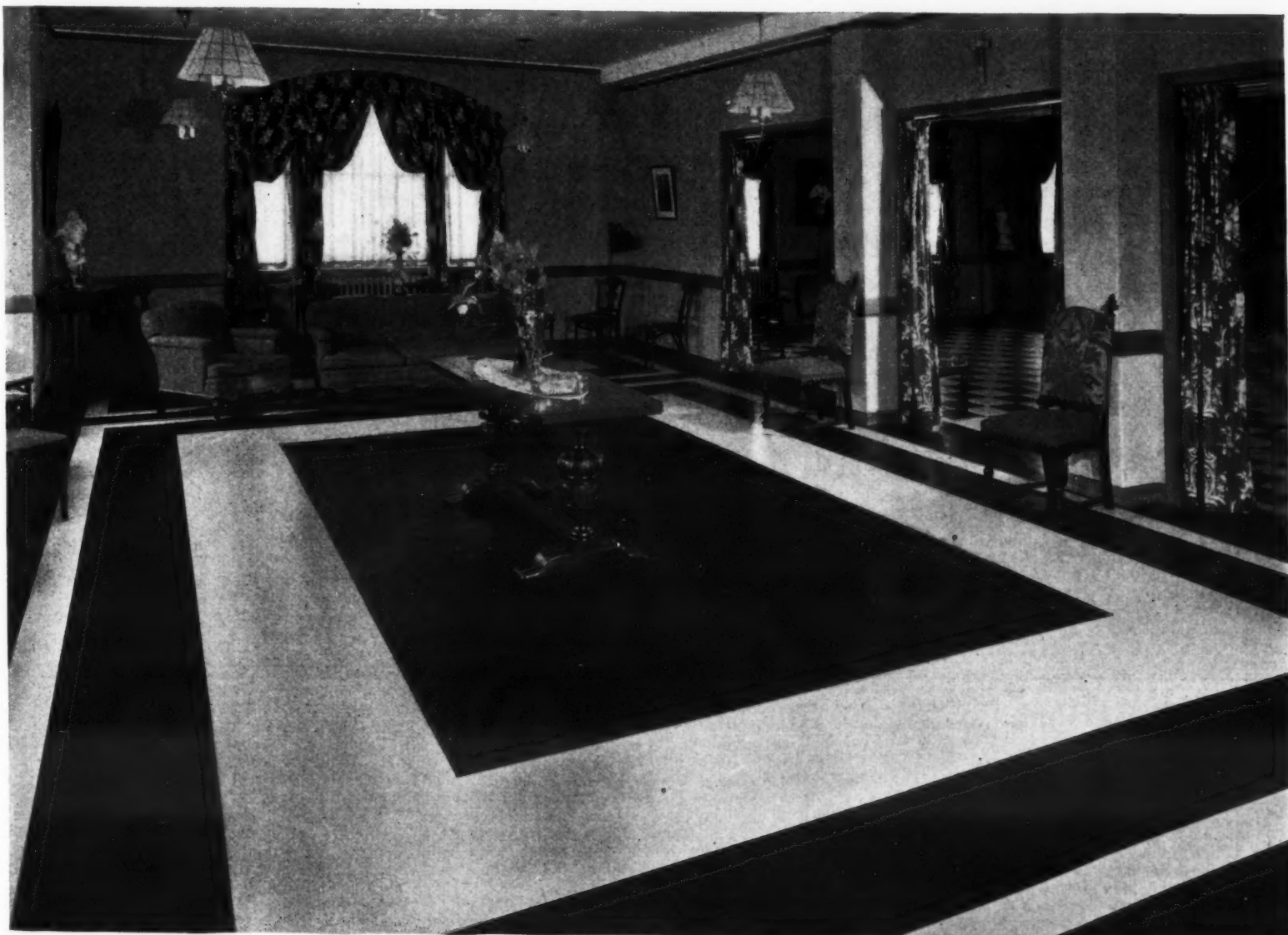
Solid Geometry

By Elizabeth B. Cowley. Cloth, 240 pages, illustrated. Price, \$1.28. Silver, Burdett and Company, Newark, N. J.

This text is a companion volume to the author's *Plane Geometry*. It follows arrangement of books and theorems which have been long accepted as traditional in this field. The definitions, the explanations of the theorems, and the proofs use the best accurate mathematical technique. From this point onward, however, each unit departs radically from the older type of texts. The exercises are not of the usual abstract type, but are taken from modern architecture, industry, geography, and even from commerce. Following each unit there are well-considered new-type tests, a brief review, and an advanced optional review. The appendix includes logarithmic tables, numbered axioms, and a complete reference list of theorems in plane and solid geometry. The illustrations make clear not only interesting historical sidelights, but also important present uses of geometry.

(Concluded on Page 48)

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The World's Messengers

By Hanson Hart Webster. Cloth, 342 pages. Price, \$1.04. Houghton Mifflin Company, Boston, Mass.

Modern communication is interestingly presented in this rather inclusive book for the middle grades. The viewpoint is that of the social-science class and the main objective in addition to information on modern means of communication is to foster an appreciation of invention as a means of improving social conditions and of the enormous influence which various forms of communication have and still are bringing to bear upon the lives of individuals, communities, and nations. The historical phases of the subject are especially well developed and the illustrations in many instances are as important as the text. A few of the references suggested for additional reading seem to be poorly suited to children in the grades.

Algebra Workbook

By C. R. Murphy. Paper, 72 pages. Price, 44 cents. The Bruce Publishing Co., Milwaukee, Wis.

This book provides, in 62 exercises, carefully graded drill material and diagnostic tests in all the significant topics of first-year algebra. The book rather carefully seeks to extend the student's understanding of principles as well as to increase his ability in making automatically correct use of fundamental operations and of constantly recurring principles. The application of algebraic methods to life situations is stressed.

Problems for School and Home Workshop

By Louis M. Roehl. Paper, 88 pages. Published by The Bruce Publishing Company, Milwaukee, Wis.

The author, in this book, points out that a person who can use tools well, has an inexpensive means of enjoyment. To learn to use them well, he says, requires patience, perseverance, dexterity, and accuracy.

The book offers a series of useful problems designed for the junior high school and home workshop. Each project is suited to the ability and interest of boys in these grades. Among the projects listed for construction are a clothes-line reel, a kitchen stool, a household ladder, a tool-carrying box, a quilting-frame stand, a hooked-rug frame, a blackboard easel, and a home-workshop tool cabinet.

Art Stories — Book II

By William G. Whitford, Edna B. Liek, and William S. Gray. Cloth, 168 pages, illustrated. Price, 80 cents. Scott, Foresman and Company, Chicago, Ill.

The beauty of this book makes a strong impression on the adult reviewer, and a careful examination of its contents shows that it sets a new standard for teach-

ing art appreciation to young children. Primarily the book is intended for second-grade reading classes and provides a series of stories, children's experiences, picture studies, projects, and games which make it exceedingly valuable for silent reading. The children are led to observe and appreciate beauty in pictures and in their everyday environment. The creative work which is called for suggests direct application of the fundamental principles which children have observed in their study of color, design, home decoration, architecture, etc. This work-type of reading provides a direct outlet for children's desire to do and make things, and to learn about things. The integration of reading with art instruction and creative work, fully justifies the explanatory title of the series "Life-Reading Service" of which the book is a part.

Comparative Tax Rates for 261 Cities in 1934

By C. E. Rightor. Reprinted from *The National Municipal Review*, for December, 1934.

This is the thirteenth annual compilation of tax figures prepared by the author. It presents in condensed form the tax rates upon property for the current year in 261 cities having over 30,000 population in the United States and Canada.

A summary analysis of the valuations and rates for 1930, compared with 1934, for the first ten cities in each of the five census groups, disclosed that the current year's assessments are lower than in 1930, in 45 of the 50 cities. In 24 of the cities, the 1934 total tax rate is lower than the rate for 1930. The downward trend gives rise to the thought that property taxes are reaching a level that will assure local governments of a more certain yield, with less delinquency occurring.

The Thorndike — Century Junior Dictionary

By E. L. Thorndike. Cloth bound, 970 pages. Price, \$1.32. Published by Scott, Foresman and Company, Chicago, Ill.

This book constitutes a new approach to the dictionary idea. It is designed to provide the pupil with definitions readily understood by him. In other words, instead of addressing itself to the adult mind, as all dictionaries do, it provides a list of words most likely to come under the attention of the pupil and explains their meaning in language clear to child understanding.

The author proceeds from the thought that, in order to reach the understanding of the pupil, the definition must be literal rather than figurative, general before being special, deal with common uses before deal-

ing with the rare, and employ the easily understandable before the difficult.

For instance, the word *address*, is defined as follows: "(1) A speech, either spoken or written. (2) Speak to or write to. He will address you on the subject of war and peace. (3) The place to which mail is directed. Write the name and address on the letter. (4) Write on (an envelope or package) where it is to be sent. Please address this letter for me. (5) Manner in conversation. A salesman should be a man of pleasant address. (6) Skill. He showed much address in getting people to help him. (7) Apply (oneself). He addressed himself to the task of getting his lessons."

The dictionary contains 23,281 defined words. The author made his selection from words appearing most frequently in over ten million words of reading matter.

Typographically the book is a model. No expense has been spared, apparently, to make it acceptable for children's use.

Ediphone Secretarial Course

Paper, 150 pages. Prepared and edited by the Department of Educational Training of the Ediphone Division of Thomas Edison, Inc., Orange, N. J.

This booklet outlines a complete course of instruction in the use of the business phonograph. It is clearly the work of experienced teachers in the field of commercial education and utilizes the best techniques of organization common to textbooks on typewriting.

America Our Country

By Smith Burnham and Theodore H. Jack. Cloth, 652 pages, illustrated. The John C. Winston Company, Philadelphia, Pa.

These authors with the aid of the illustrator, Eunice Stephenson, have produced a very readable and easily understood history for the junior-high-school grades based upon modern courses of study. They have followed the unit system with suitable introductions, lists of references, projects, etc.

Very many of the numerous illustrations are in colors. They tell the story almost independently of the text.

Fairness to all countries, organizations, and individuals seems to be the authors' motto. But why do our textbook writers find it necessary to set forth the usual speculations about the conditions of primitive man without making it clear that this is only the condition which archeology seems to indicate and not necessarily the original condition?



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School Law

RECENT SCHOOL DECISIONS

Compiled by Patrick J. Smith, Supreme Court
Library, Indianapolis, Indiana

A board of education cannot overlook the labor provisions of the National Industrial Recovery Act. In the case of *Montana State Federation of Labor vs. School Dist. No. 1, Helena et al* (7 Federal Supplement 82), the United States District Court for Montana granted an injunction preventing the Helena board of education from proceeding with the erection of a school building, unless the labor provisions of its contracts were in harmony with the NIRA.

The plaintiff federation brought suit as a voluntary association of labor unions to enjoin the school district from selling district bonds to the United States, and to prevent it from obtaining a grant, dole, or donation of public money; to prevent the carrying out of a wage scale which is less than just and reasonable or insufficient to provide a standard of living in decency and comfort, contrary to the said act. It was brought out that contracts thus illegally made, would cause union and nonunion labor to accept the scale or strike, to their damage, and thus delay construction, in consequence of which the object of the act to promote public and private welfare would be defeated.

The grant, it was inferred, would benefit labor as the principal thing, with the benefit to the school district merely an incidental thing. Its object is to employ labor and at wages which would afford it a decent and comfortable standard of living. To that end the loan is to the school district. It was clear that the latter is nothing but an agency or instrumentality employed to effectuate the act and to attain the objective aforesaid. Like all grants it was more political and administrative than judicial, and though no one was obliged to accept its benefits, if they did accept they were subject to all of its terms. A district accepting the benefit and the commission would be bound to perform its covenant to employ labor and to pay the wages stipulated in the act.

An injunction was granted provided the plaintiffs submitted their claims to the Board of Labor Review within ten days.

Liability of School Board

A board of education is not liable for an accident to a spectator attending a football game on an athletic field owned by the board. In the case of *Juntila vs.*

Everett School Dist. No. 24, it was shown that the school district owned, controlled, and operated what is called the Bagshaw Field in the city of Everett for athletic purposes. The suit was brought by William W. Juntila, a student attending the Everett High School.

The students were required to purchase a ticket costing \$3 to aid in defraying expenses incurred in the furtherance of physical education. William Juntila paid his \$3 and received a ticket admitting him to all activities covered. The respondent had caused to be constructed on the field, bleacher seats for the accommodation of spectators. On September 30, 1933, the student attended a football game at Bagshaw Field, and while upon one of the bleachers one of the guard rails on the backs of the seats broke and gave way, and as a result he fell to the ground and was injured.

The question was whether the conduct of an athletic contest upon Bagshaw Field and the construction of the bleachers were within the power of the respondent school district; in other words, the question was one of *ultra vires*. The respondent school district was a municipal corporation or quasi-municipal corporation, created by the legislature, and exercised such powers as the legislature had granted in express words, or those necessarily or fairly implied in, or incident to the powers expressly granted, or those essential to the declared objects and purposes of the corporation. The school district had the right to acquire, by condemnation or purchase, a site suitable for recreation and for exercise of children attending the school.

The district having the power to acquire a site for recreation and for exercise of the children attending its schools, it had the incidental power to do those things which made the site suitable for the purposes for which it was acquired. The construction of the bleacher seats was incident to the proper and reasonable use of Bagshaw Field. The respondent, in constructing the bleacher seats as indicated, was acting within a power necessarily implied.

The second question to be disposed of was whether the bleacher seats were an appliance. The respondent school district was not liable for injury to the appellant, if such injury occurred upon any apparatus or appliance or manual-training equipment. Athletic apparatus, appliances, and manual-training equipment are all things pertaining to the activities of those engaged in physical training or exercise, and they could have no reference to seats provided for mere spectators who assembled to view the activities upon the athletic field.

When an independent school district uses separate school money to reimburse a sinking fund for the

amount expended therefrom in the purchase of separate school warrants, it cannot recover from the county the amount of those warrants. — *Board of Education of Muskogee vs. Board of Commissioners of Muskogee County*, 35 Pacific reporter (2d) 453, Okla.

A constitutional amendment was held to abrogate a statutory limitation as to tax levies by municipal subdivisions of the state, and to vest authority in the excise board of counties to apportion between counties, cities, towns, and school districts the maximum of fifteen mills on the dollar until the regular apportionment is provided by the legislature. — *Atchison, T. and S. F. Railway Co. vs. Excise Board of Washington County*, 35 Pacific reporter (2d) 274, Okla.

School District Government

Money drawn by a school superintendent for expenses incurred in attending a superintendent's convention, a bill for which was approved in advance by the school committee and passed by the town treasurer, was held not recoverable by the town, although such expense was not a proper charge against the state or town school funds nor money required to be appropriated for specific school purposes (Me. revised statutes of 1919, c. 16; revised statutes of 1930, c. 19). — *Inhabitants of Town of Farmington v. Miner*, 175 Atlantic reporter 219 Me.

Money paid to a school superintendent for automobile expense, unauthorized by a statute, but approved by the school committee, and paid by the town officers from the treasury, was held not recoverable by the town as an illegal expenditure of public moneys (Me. revised statutes of 1930, c. 4, § 78; c. 19, § 64). — *Inhabitants of the Town of Farmington v. Miner*, 175 Atlantic reporter 219 Me.

Money paid as rent for the offices of the school superintendent not located in a school building was held not recoverable by the town since, although neither the superintendent nor the school committee had authority to hire the outside offices, town officers' payment of rent over a period of years, showed an implied knowledge of, and acquiescence in, the arrangement and was sufficient ratification to bind the town, the officers being under statutory duty to furnish suitable room for the superintendent (Priv. and Spec. laws of 1891, c. 206, § 5). — *Inhabitants of Town of Farmington v. Miner*, 175 Atlantic reporter 219 Me.

A school board is not regarded as a different board, because some of the personnel has been changed at election, but such a board is a continuing body. — *King City Union High School Dist. v. Waibel*, 37 Pacific reporter (2d) 861 Calif. App.

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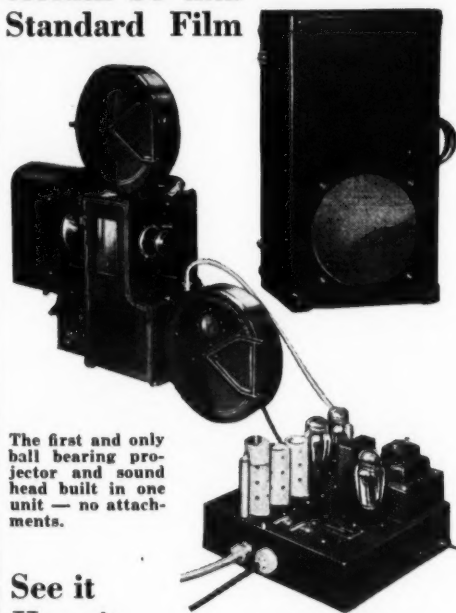
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School Finance and Taxation

♦ Detroit, Mich. The board of education has adopted a tentative budget of \$23,500,000 for the school year 1935. The budget will be financed with \$4,100,000 from the state primary-school fund, \$4,163,000 from the supplemental fund, \$3,000,000 from delinquent tax payments, and \$10,207,000 from the general tax rolls.

♦ Lowell, Mass. The school board has adopted a budget of \$1,160,000 for the year 1935, which is an increase of \$182,000 for the restoration of teachers' salaries.

♦ Hartford, Conn. The school board has presented a budget of \$3,093,940 to the city board of aldermen for approval.

♦ Chelsea, Mass. The school board has adopted its 1935 budget, calling for an appropriation of \$531,925, or an increase of \$3,800 over the estimate for 1933-34. The largest item is \$431,715 for teachers' salaries.

♦ Nashua, N. H. The board of education has prepared a budget of \$408,000 for the school year 1935. The budget includes an item of \$27,000 for the restoration of pay cuts of teachers.

♦ Cambridge, Mass. The school board has adopted a budget, calling for \$1,943,129 for the operation of the schools during 1935.

♦ Holyoke, Mass. The 1935 budget of the school board calls for \$673,500, which is an increase of \$13,000 over the estimate for 1933-34. The increase has been attributed to payments for increased salaries and to an increase in maintenance costs due to higher prices for school supplies.

♦ Leominster, Mass. The school board has adopted a budget of \$224,000 for the year 1935, which is an increase of \$15,500 over the estimate for last year. Approximately \$9,000 of the increase will be devoted to the restoration of salary cuts.

♦ Lynn, Mass. The largest budget in the history of the schools was adopted by the board when it approved an appropriation of \$1,498,048 for the year 1935. The budget represents an increase of \$21,926 over the estimate for 1933-34.

♦ Covington, Ky. The 1935 budget of the school board calls for \$756,034. The budget represents an in-

crease of \$15,000 over the estimate of last year, which will be used for repairs and improvement of the school plant, and for meeting increases in the cost of fuel and teachers' salaries.

♦ Kalamazoo, Mich. Representatives of the school board recently attended conferences in the city, concerning problems facing the public-school system as a result of a curtailed income. Under a radical program of economy, the operating costs of the schools have been cut 38.5 per cent since 1930; the salaries paid employees have been reduced 39.6 per cent; the cost per pupil for instruction purposes has been lowered from \$112 to \$63 during the past five years; and a fewer number of teachers have been employed even though the enrollment has been increased by 2,000.

♦ Salem, Mass. The mayor has approved a budget estimate of the school board, calling for \$513,196 for 1935, or an increase of approximately \$15,000 over the total for 1933-34. The largest item is \$398,063 for salaries.

♦ South Orange, N. J. The board of education has adopted a budget of \$1,387,649 for the school year 1935, which is a reduction of \$31,600 from the estimate of 1933-34. The amount to be raised by taxation is \$1,024,685, which is a reduction of \$33,373. The reduction was accomplished by the replacement of teachers and supervisors at reduced salaries, and by substantial savings in the unit cost of supplies and building operations. A saving of \$300 was effected in attendance-officer service.

♦ Lufkin, Tex. For the first time in many years, the public-school system was able to complete the first semester of the school term without the necessity of a loan to meet current expenses. Up to the present time, the school board has not been compelled to negotiate a loan, and there will be a substantial balance in the treasury for the remainder of the school year. The fine financial situation has been maintained as a result of a pay-as-you-go plan and an effective program of economy in expenditures.

♦ Martins Ferry, Ohio. The school board closed the fiscal year 1934, with a balance of \$20,000 in the treasury, according to a recent report of Mr. H. H. Riethmiller, clerk-treasurer. The total income of the board for the past year was \$217,000, an increase of \$35,000 over the 1933-34 income. This increase was attributed to local taxes, which were \$23,000 in excess of the previous year's collection, and the liquid fuel tax, which brought in \$17,000. A decrease of \$5,000 was noted in another income, namely, tuition from other districts and the state.

♦ Milwaukee, Wis. Supt. Milton C. Potter, in his recent annual report to the board of education, showed that the board is facing a serious problem due to increased school enrollment and a reduced income. The school enrollment has increased to 3 per cent of the city's total population, while the operating income of the schools has been reduced more than two million dollars. The shift of persons from industry to the classroom has added \$1,762,000 to the annual cost of operating the schools. The total annual drop in school income through various causes has been estimated at \$2,016,900.

♦ Lowell, Mass. The school board has adopted a budget of \$1,163,152 for the school year 1935. This is an increase over the estimate of \$1,087,615 for the school year 1934. The new budget provides \$182,665 for the restoration of teachers' salaries, but all teachers are required to donate an equal sum to the city's welfare department.

♦ Malden, Mass. The school board has received a tentative budget from the superintendent of schools, which calls for a total of \$742,598 for the school year 1935.

♦ Waltham, Mass. The school board has adopted a budget of \$568,516 for the school year 1935. The new budget provides step-rate salary increases of \$100 each for 55 women and 32 men. The board voted to place men teachers on a maximum schedule, placing the salary limit at \$2,500.

♦ Hudson, Ohio. The school board has voted for a full nine months' school term for the next year. It is anticipated that approximately \$10,000 additional revenue will be received from the sales tax which will aid in the financing of the school system.

♦ The School District No. 1, of Portland, Ore., has adopted its 1935 school budget, calling for a total appropriation of \$5,197,275 for the year 1935-36. The budget provides for a fund of \$3,061,828 for the school payroll; \$55,446 for instructional supplies; \$22,000 for other instructional costs; \$412,536 for operating expenses; \$11,415 for maintenance costs; and \$16,200 for outlays on buildings. The cost of general administrative expenses was estimated at \$20,025.

The report on the tax situation showed that of a tax levy of \$3,523,496 for the year 1934, \$936,053, or 26.57 per cent remained uncollected on December 31, 1934, and \$936,053, or 26.57 per cent on January 1, 1935, making the total uncollected taxes \$2,683,438. Delinquent taxes available for collection in 1935, in addition to the regular levy for 1935 were estimated at \$3,454,567.

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School Administration Notes

THE NEW FUNCTION OF THE HIGH SCHOOL

The place of the high school in preparing youth for the new social and civics problems which will confront the American people was pointed out, in a recent address by Dr. C. J. Robinson, president of the elementary-school board and member of the high-school board of trustees, of Claremont, Calif. Speaking at a "get-acquainted night" of the parents and high-school teachers at the Claremont High School Dr. Robinson said:

"Seventy years ago, in the sixties, my father went to college to get instruction in elementary algebra, Latin, and such subjects as are now taught in the public high school. What was then the college curriculum is now the high-school curriculum. Only a very small proportion of the young people of that day had opportunity to pursue education beyond the common school. We have now, however, advanced to a situation in which all young people are offered the opportunity, without cost to them, of getting the equivalent of the college education of two generations ago; and in this community almost all of our young people are taking advantage of that opportunity, at least in partial completion of the high-school course. This institution, the public high school, may very well prove to be the most important social factor of the century. The common schools in the first century of this country's existence, gave us a citizenship for the most part illiterate. By the time we round out our second century, it seems probable that the greater part of our population will have their common-school literacy capped by high-school education, the equivalent of the college education of the sixties. This is a prodigious experiment in higher education, and its consequences cannot help but be a compelling factor in the America of the future. I shall not attempt to predict what is going to result in the political or economic life of the nation from this elevated level of education, but there must result to most individuals an enormously more interesting intellectual life, a broader outlook on the nation's and on the world's affairs, insistent demands for better living conditions.

"Bearing in mind this thought of the function of

the public high school, its great contribution to many millions of Americans of the present middle-aged generation, its services to the rising generation of youngsters, and the prospect that in two or three decades more it will have produced a nation composed largely of citizens who have a comparatively broad acquaintance with history, the social sciences, literature, and the natural sciences, it seems to me that this high school in Claremont, and every high school, each in its own community, is the most unique, the most astounding, the most potentially powerful institution that we have in America. Bismarck knew, and Stalin, Mussolini, and Hitler know that the compelling motivation of a nation can be molded accurately in two or three generations by controlled schools. God forbid that our schools should become the tool of tyrants, but the fact must not escape us that the America of 1976 is being molded in this decade in the schools of this country.

"Let us then view this high-school plant, all now substantially new and safe from earthquakes of considerable intensity, not merely as a nice piece of architecture, or a pleasant place for our children to attend school and prepare themselves for college or for trades or business, but as a substantial part of this community's contribution to the most astounding project ever attempted—a plan to build up a nation of 150,000,000 people not only literate, but educated; and not educated to a pattern predetermined by a tyrant, but educated to know truth, to think for themselves, to determine their own destiny."

OBJECTIVES OF COUNTY SCHOOL PROGRAM IN MORGANTOWN, WEST VIRGINIA

A progressive school system needs to be constantly surveying and evaluating its activities. The schools of Monongalia county, in West Virginia, under the direction of Supt. Floyd B. Cox, of Morgantown, have been operated for a year and a half under the County Unit of Administration. With the completion of its tryout period, the county board of education decided it was proper to outline some of the plans contemplated and to begin plans for the administrative setup for the future.

The objectives which the county board of education had in mind were:

1. The reorganization of the subject matter and teaching procedure with a view of a more thorough mastery of the fundamentals.
2. The improvement of the library equipment, with provision for a more effective and economic use.

3. The study and adaptation of a school-activity program to local needs in line with the best thought on the subject.

4. The establishment and conduct of regular faculty meetings.

5. Provision for a better understanding and a more intelligent use and enjoyment of leisure time.

6. Provision for a study of occupations, with a view of giving boys and girls an opportunity for choosing a vocation best suited to their abilities and particular needs.

In order to note the progress made and to evaluate the activities of the schools, a plan has been inaugurated for a series of studies, to be conducted by the principals and teachers under the direction of the staff of Superintendent Cox. A total of ten committees are engaged in the work, with a chairman in charge of each committee, and giving attention to the subjects of buildings and grounds, equipment, personnel, curriculum, teaching materials, teaching procedure, organization and control, community relations, future growth, and final results.

The administrative staff has been enlarged, with the employment of Mr. Walter Riddle as assistant superintendent in charge of high-school supervision; Mr. L. F. Morrison as director of night schools, nursery schools, adult education, and other county-wide community activities; and Mr. W. O. Forman as director of junior-high-school activities.

The school officials are certain that the school program will prove a decided success, because the people of the county are school conscious, and because they demand the best educational facilities for the students in the schools.

THE IMPORTANCE OF THE JANITOR

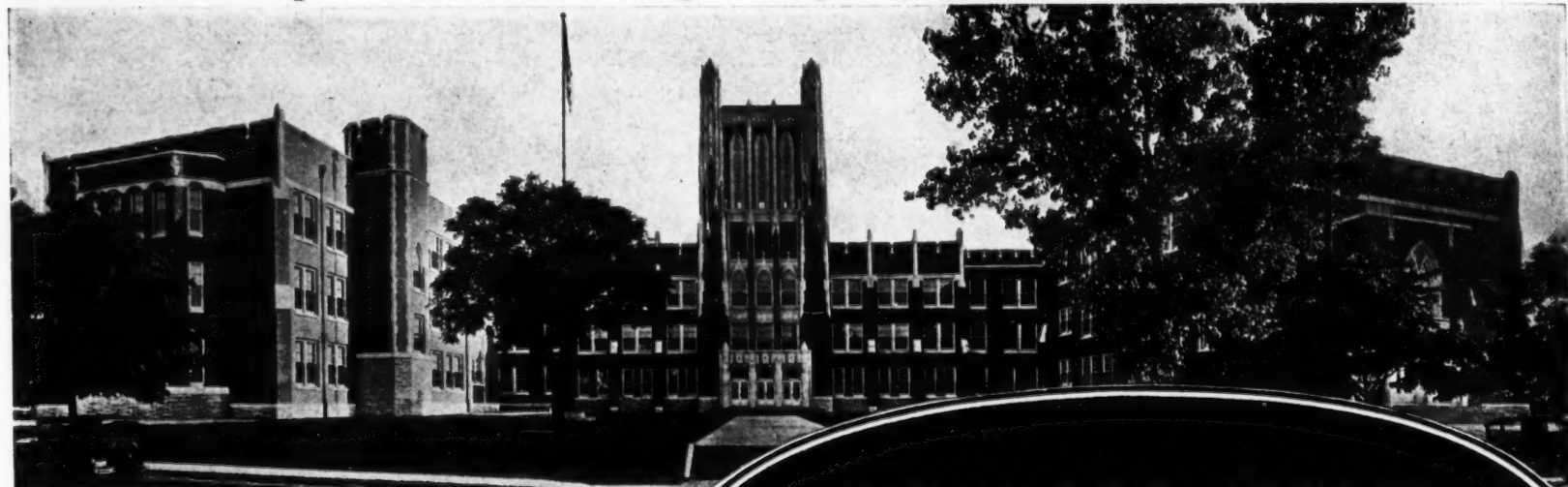
Dr. Calvin Smith, district superintendent of schools for the Granite District Schools, Salt Lake City, Utah, has sent to the principals and janitors of the schools, a summary of the responsibilities and duties of janitors. The outline is based on statements made by principals in an attempt to learn what they consider the reasonable limitations of the importance of the janitor's office and of his responsibility in operating and servicing the school plant and the school grounds.

1. Importance of janitorial office.

a) Is custodian of valuable district property.

b) Provides for the comfort and sanitation of the children. Without the janitor, school could not be held. He would be missed more than any other school employee.

Chemistry Laboratory Equipped by KIMBALL



Reuben Post Halleck Hall — Louisville, Ky.

The school illustrated here was carefully planned and every consideration was given to immediate as well as future requirements. The equipment was a vital consideration. For the chemistry department the officials selected KIMBALL laboratory equipment. They have assured their community of an installation that is highly practical and adaptable to changing classroom conditions.

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Laboratory and Vocational Furniture Division, A. E. Kaltenbrun, Director of Sales, 306 S. Wabash Avenue,
New England Sales Office, 715 Columbus Ave., Boston, Mass. New York Sales Office, 105 W. 40th St., New York, N. Y.

c) Has great esthetic and moral influence on pupils — clean, attractive, healthful rooms, clean, attractive toilets influence children greatly. He should be clean in mind and body.

d) He safeguards children's health — proper dusting, proper ventilation, even temperature.

e) He influences public opinion about schools. He is a disseminator of information about the school. He should be prudent and wise in his public relations.

f) His function is to assist the teacher to do a better job.

g) Janitor can economize for the district. He should learn to use tools.

2. Is responsible for operation and servicing of the school plant.

a) Must have buildings comfortable in time to start school.

b) Should conserve fuel and light by turning off heat at set interval after school; controls lights and turns out lights when not in use.

c) Dusting, sweeping, scrubbing, window cleaning, firing of boilers, etc., are done by him.

d) Should have a voice in selection of utensils and supplies.

e) Sets housekeeping standards of the community.

f) Makes minor repairs to desks and equipment. Replaces glass.

g) Marks on the wall or dirt and loose paper on the premises challenge his pride. Removes writing on walls of building or in toilets.

h) Must maintain uniform temperature. Must educate teachers relative to ventilation and use of automatic controls. Sees that teachers and children are comfortable.

i) Must see that drinking-water supply is ample.

j) Is responsible to remove fire hazards.

k) Cares for emergencies (child vomits).

l) Uses common sense and scrubs and cleans windows when they need it. Dusts when it is needed. Cleans toilets when they need it.

m) See that soap, towels, toilet paper are available. Keeps washbowls, urinals, and toilets clean.

n) Consults principal to correct abuses.

o) Janitor should take pride in his work.

3. Responsibility for school grounds.

a) See that grounds are orderly (under principal's direction).

b) Cares for lawns, shrubs, trees, flowers (co-operation with principals, teachers, children).

c) Waste, refuse, or ashes should be properly disposed of.

4. Co-operation is essential between or among janitor, teacher, pupil, principal, patrons.

a) Principals, teachers, children, patrons must consider janitor's problems. A dust storm, muddy walks, stormy days, circumstances over which he has no control often interfere with the janitor's work.

b) Janitors should make teachers and children comfortable — not just maintain a set degree of heat.

SCHOOL ADMINISTRATION NOTES

♦ Berkley, Mich. The system of traditional grade and report cards has been discontinued in the public schools, with the new semester which opened in February. Instead, the teachers will merely issue mid-term letters to parents, informing them of the progress of the children in school, together with remarks on the children's attitude, ability to co-operate, and working capacity.

Supt. B. B. French has inaugurated the new plan as a means of creating an incentive for doing good work, for the value of the work itself rather than as a reward for work above the average.

Under the plan, each teacher will set up a certain amount of work which each pupil must do in order to complete a semester and pass to a higher grade, and must fit the amount of work to the capacity of the average student. The plan permits children to work at their own rate of speed in performing their allotted tasks.

♦ Supt. M. E. Janes, of Sunderland, Mass., in a recent attendance report, contends that recognition of national holidays by the closing of schools is insufficient so far as education is concerned. He urges brief programs or special attention in the regular school program, in recognition of these occasions.

♦ Mr. Willard Beatty, president of the Progressive Education Association, has urged a revision of the secondary-school curriculum of New York City, in order to place more emphasis on the study of social and economic problems of the present time. Dr. Beatty criticized the modern high school as pursuing a course of study devised almost half a century ago for the academic preparation of prospective college students.

♦ The enrollment of the public schools of Detroit, Mich., has reached a total of 246,616, according to H. J. Kaufmann, director of statistics. The figure represents an increase of 3,164 students, or 1.2 per cent, over the total for a year ago. The twelfth grade showed a decrease in enrollment under the previous year's figure, with 10,375 students, as compared with 11,183 one year ago.

♦ New Orleans, La. At a recent conference of administrative heads, called by Supt. Nicholas Bauer, the principals of the city schools voted in favor of homework for their pupils. A time schedule was adopted to govern the work in the various grades, from the first grade through the senior high school. The schedule provides practically no homework for the first, second, and third grades; from fifteen to twenty minutes a day for the fourth grade; not more than an hour and a half of work for the fifth, sixth, and seventh grades; and two hours' work for senior-high-school students.

♦ Salem, Mass. Supt. G. M. Bemis has announced a new rule, which requires that all high-school students shall be recommended by their teacher and principal before being admitted to the summer-school courses. The new rule was passed to overcome a situation due to the fact that a few students neglected their work during the school year in order that they might enter the summer school to make up work.

♦ The high school at Mitchell, S. Dak., is offering a unit course of two to four weeks on the study of alcohol. The unit, which was prepared by the high-school faculty, is being tried out for the first time in the high school this year. The subject is being taught in a scientific manner, without creating prejudice either for or against the use of alcohol. Students are permitted free discussion in each class period.

♦ Center, Tex. The work of the school year 1934-35 showed a marked improvement over the 1933-34 term, due to an increase of 12 per cent in the teaching staff. While the teaching load is still heavy in certain departments, conditions are improving to such an extent that the schools will be back to normal by the opening of the new term in 1935-36.

♦ Pittsburgh, Pa. The school board has voted to introduce a study of Italian in the high schools, beginning with next fall. The first class will be established in the Westinghouse High School.

♦ Pampa, Tex. Music, band, and orchestra instruction have become a permanent part of the school curriculum. Directors are regularly employed in the elementary schools, as well as in the junior and senior high schools.

♦ The public-school system of Kansas City, Mo., since December 10, 1934, has conducted an educational broadcasting program each Monday evening, during the period from 5:45 to 6 p.m., over Station WDAF. The educational program is intended for the information of the school patrons and the public. Five minutes of the school program is given over to an address by a staff or faculty member, and ten minutes to entertainment by pupils in the schools. The present schedule will run until March 11.

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Saint Mary Academy Building, Monroe, Mich. Here an ADFR (Automatic Double Frequency Resetting) system, consisting of 83 secondary clocks, a Program Instrument and Central Control equipment, gives the entire Academy accurate time. D. A. BOHLEN AND SON, Architects, Detroit, Michigan. Installed July 19, 1932.

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North Manchester, Ind.

Gentlemen: Please mail your complete seating catalog. We are interested especially in the styles and quantities as indicated below:

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Style _____ Quantity _____

Tables:

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Style _____ Quantity _____

Our order will be placed about _____

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School Administration in Action

PROHIBITED LEGISLATION REGARDING COMMON SCHOOLS

[The following concluding paragraph of Dr. C. E. Ackley's valuable paper in the February issue of the JOURNAL was inadvertently omitted. It is reproduced here because many readers will undoubtedly need this summary of criteria.]

9. *Criteria of Validity of Special Statutes.* From a consideration of all these different topics and the court decisions pertaining to them certain criteria of the validity of special or local legislation emerge. These criteria may be briefly summarized, as follows: (a) Was the special legislation enacted prior to the adoption of a constitutional prohibition forbidding such legislation? (b) Has the special act ever been properly repealed? (c) If the special or local legislation was accomplished by a classification of districts, was the districting (1) based on substantial distinctions instead of sham? (2) Is the classification flexible enough that other districts, by growth or changing circumstances, may pass into any given class? And (3) does the classification create evidence of necessity for different legislation, for the general good, but applicable alike to all members of the class throughout the state? (d) Is the legislation provided such as could have been a special provision in a general law? (e) Finally, and most significant of all, is the criterion of general welfare—does the special legislation come as an aid or a hindrance to the provisions of the general law?

NEW TEN-POINT PROGRAM FOR INDIANAPOLIS SCHOOLS

Supt. Paul C. Stetson

The board of education of Indianapolis, Ind., at its regular monthly meeting held on January 29, adopted a new ten-point educational program, presented by Mr. Merle Sidener, newly elected president of the board.

The new program for educational improvement will be accomplished largely through effective administration. This implies a definite program, involving a variety of features, with definite objectives and procedures. The program seeks to restore activities dropped during the depression, to restore salary cuts, to offer a more adequate curriculum, to provide a constructive housing program, to provide for the increased needs of the library system, and to insure the formulation of an adequate budget for the next year.

The principal objectives in the new program are:

1. *The continuation of a modern and comprehensive educational program*, embracing sound elementary-school training; modern secondary education in the junior and senior high schools; provision for physically and mentally handicapped children; adequate facilities for vocational education; and emphasis upon health training and the rendering of social service to all pupils.
2. *The completion of a revision of the course of study*, insuring a modern curriculum.
3. *A careful and critical study of teachers' salaries*, to determine the advisability and feasibility of a restoration of all or part of the salary reductions made in past years. Adequate remuneration is an obligation of the community to its teaching staff.
4. *A survey of school-building needs*, looking toward a constructive housing program. There are at present a number of urgent building needs in the city school plant, among which are new elementary schools to house pupils now taken care of in portable buildings, additions to overcrowded high schools, and a new building to house the school for crippled children.
5. *The formulation of a public-relations plan*, through which the schools may be more adequately

interpreted to the public. Information concerning the operation and management of the school system which will result in a better understanding and appreciation of the service rendered. The public has a right to know about its schools.

6. *The expansion of a program of adult education* as rapidly as facilities permit. This is an obligation which must be met by the schools and which will yield large returns from the amount expended.

7. The continuation of those policies, which in the past have insured the selection and retention of members of the teaching staff solely on the basis of merit.

8. The formulation of plans through which the housekeeping of the schools may be still further improved. This includes more adequate provision for the maintenance of the school property, and the application of the merit system to the appointment of custodians and assistants.

9. *The provision of adequate facilities for the increased needs of the public-library system*, so that it may meet more effectively and adequately the growing demand made upon it.

10. *The formulation of a budget for the year 1935-36*, which will provide adequately for the needs of the schools and libraries, and for the continuation of vigilance and care in the administration of the budget in order to conserve the best interests of the pupils, the teachers, and the citizens.

The program is flexible to meet varying conditions and to conform to new situations. It is based on underlying theories and principles, chief among which are:

1. The people of the community, including the administrative staff, must exercise a large degree of self-government. Improvement of the educational work must work from the ground up rather than from the top down.
2. The function of the superintendent and his staff is to exercise leadership, to set up standards, and to encourage and inspire the principals, teachers, and school patrons to improve the local school system.
3. Progress must be made step by step.
4. In a democracy procedures in school administration must be democratic.

THE MERIDEN HIGH SCHOOL DIPLOMA REFORM

Nicholas Moseley, Ph.D., Superintendent,
Meriden, Connecticut

The diploma formerly used in Meriden seemed to the board of education unsuitable both in its wording and in its typography. Therefore, in the spring of 1934 the superintendent was instructed to consult with the high-school English faculty about rewording and with Mr. Carl Rollins of the Yale University Press about a new design.

Mr. Rollins laid out the Yale diploma (in 1924) and the Albertus Magnus College diploma (in 1928). He is well known for the number of books designed by him, which are year after year included in the list of the "Fifty Best Printed Books of the Year."

It so happened that at the time Mr. Rollins was consulted the Yale Library had received as a gift from John Johnson, printer to the University of Oxford, England, an early type case, which had been given Oxford by Bishop John Fell (1625-1686). Mr. Rollins agreed to give a design for a diploma to the Meriden

High School if the superintendent would compose a suitable Latin "thank you" for Mr. Johnson. Because of Mr. Rollins' interest in printing as a means of education and in education as a means of improving the quality of printing, he made the further condition that students in the printing department of the State Trade School in Meriden should be given the opportunity to treat the problem as a class project and to co-operate with him in design, composition, and presswork. This condition was welcomed by the Trade School and the board of education.

The Latin note of thanks was duly composed, how suitably we have yet to hear from English critics of American scholarship. It reads as follows:

VNIVERSITAS VALENSIS
IOHANNI IOHNSON
VIRO BONO IMPRIMENDI PERITO
VT OLIM VNIVERSITAS OXONIENSIS
IOHANNI FELL
VIRO REVERENDISSIMO ARTIS EIUSDEM FAUTOR
PRO INSTRUMENTO EX OFFICINA DONATO
GRATIAS AGIT MAXIMAS
ANNO SALUTIS MDCCCXXXIII

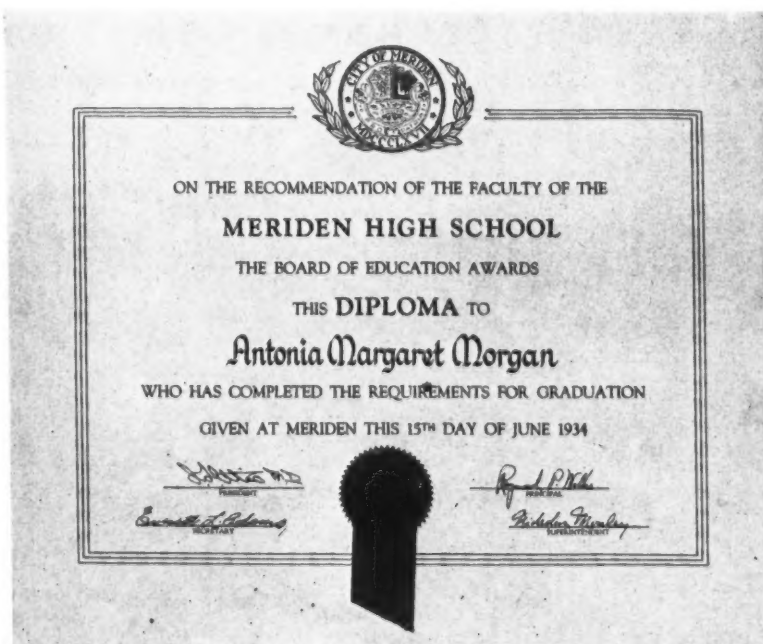
A rough translation is, "Yale University thanks John Johnson, an excellent man and skilled printer, as the University of Oxford formerly thanked the Right Reverend John Fell, a patron of the art, for the gift of a type case."

Having received this Latin screed, Mr. Rollins visited the Meriden State Trade School and examined all of their fonts of type. He then made a preliminary design, which was set by students of printing at the Trade School under the direction of the printing instructor, Mr. Frederick Malona. Students in the Design Department made special drawings of the seal of the City under the direction of their instructor, Mr. Ernst Lohrman. Then came a period in which Mr. Rollins, Mr. Malona, and the printing students held long conferences and pulled many proofs. The final result is reproduced here. The printers have given the following technical description:

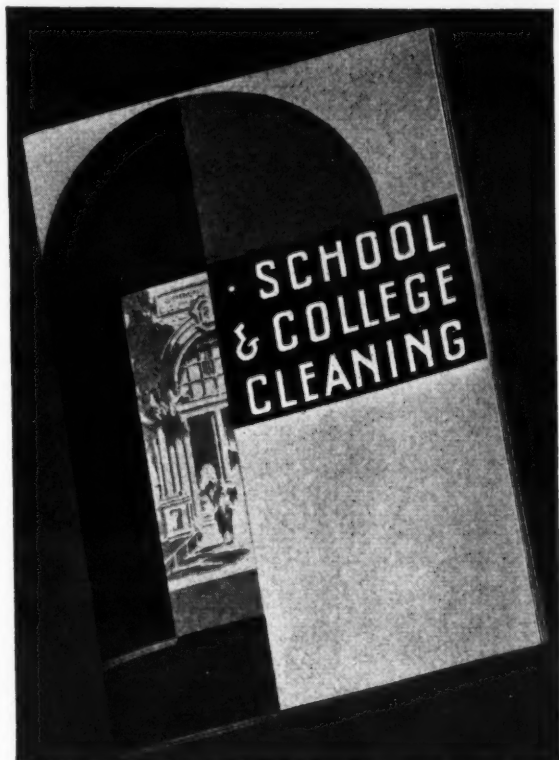
"The top borders are 3/4-point linotype rule, 6-point body. The side borders are 3/4-point monotype rule on 2-point body, mitered corners. The first, third, fourth, and fifth lines are 24-point Goudy Old Style. The words 'Meriden High School' and 'Diploma' 36-point Goudy Hand Tooled. The titles are 12-point Goudy Old Style. The diploma was printed on Crane's Artificial Parchment #56 in E. M. Johnson's combination job-black ink. A 12 by 18 Chandler and Price platen press, 3 roller distributor, was used. The stock is 14 by 17. The side and bottom margins are 2 inches, the top margin (to top of seal) 1 inch."

The names were inserted by Harry B. Dorr of Hartford, Connecticut, who does the lettering for the diplomas at Yale and Wesleyan, in a style of lettering designed by him. The gold seals and the ribbons (in the high-school colors, red and blue) were put on by the clerks in the high-school office.

The cost of printing 350 copies was \$50.



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- Sanitary culinary cleaning
- Germicidal foot baths
- How to remove stains from marble
- Sanitary treatment of bathing suits
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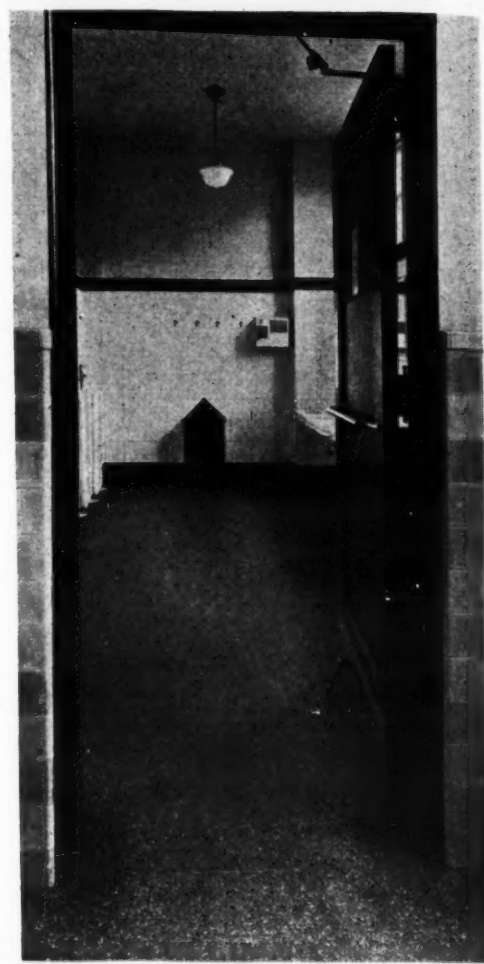
TERRAZZO is becoming increasingly popular for many areas in modern school buildings—and with good cause. It is durable; it is economical; attractive decorative effects are possible. And in the "danger spots"—on stairways and in areas where wet floors are likely, such as entrance vestibules, lavatories, showers and locker rooms—terrazzo can be made non-slip with Alundum Aggregate.

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T-377



School Building News

♦ **Duchesne, Utah.** Three new schoolhouses have been erected in Duchesne County this year, under FERA auspices. A fourth building is in process of construction. The territory was opened to settlement by white people in 1905 and was formerly a part of the Utah Indian Reservation.

♦ **Los Angeles, Calif.** The school board has refused to change its rules governing the use of school buildings by civic, political, and public organizations. A request had been made that these organizations be permitted to collect dues, receive contributions, and subscriptions, and take up collections at any meeting.

♦ **Longview, Texas.** The board of education has begun the construction of a stadium for the public schools. During the past five years, the board has spent approximately \$400,000 for new buildings and equipment to take care of a large increase in enrollment due to an increase in the population of the community. At the present time the school plant is in good condition and the financial situation is excellent.

♦ **Los Angeles, Calif.** The initial step in the construction of the first unit of a reconstruction program was taken recently with the breaking of ground of the new Venice High School. The structure will be erected at a cost of \$438,285. Plans have been completed for the erection of the Westwood Junior High School, at a cost of \$60,000.

♦ **Ashland, Ky.** The contract has been awarded for the construction of a junior high school, at a cost of \$132,608. The building will accommodate 600 students and will relieve the congestion in all of the schools.

♦ **Indianapolis, Ind.** Severe criticism of overcrowding in the city high schools is contained in a 333-page report made by a survey committee to the board of education. The report, which is the result of two years of study, charges that five of the six high schools are crowded beyond their capacity, and that the enrollment has increased 128.99 per cent since 1920-21. The findings of the committee will be used as a guide in determining future school policies.

♦ **Calumet City, Ill.** The erection of a \$600,000 high school is proposed, to replace the burned Thornton Township High School. Plans have been prepared

by Architect W. S. Hutton, of Hammond, Ind., and construction work will start shortly. The building will contain thirty classrooms, in addition to study halls, a library, a cafeteria, gymnasiums, and a swimming pool.

♦ **Philadelphia, Pa.** The board of education has authorized the writing of a \$40,000,000 fire-insurance policy to cover the public-school buildings. The insurance, which is of the blanket type, replaces the former insurance fund, and the policies have been placed with companies enjoying not less than an A rating. It is expected that the income from the insurance fund of \$750,000 will supply \$80,000, or sufficient to cover the premiums on the new policy for three years.

♦ **Philadelphia, Pa.** A school-building program, involving an estimated cost of \$3,000,000 has been recommended by the finance committee to the board of education. The program includes a new vocational school, two junior high schools, and additions to a number of schools.

♦ **Racine, Wis.** The board of education has taken steps toward the erection of an elementary- and junior-high-school building. The building has been planned to house 450 junior-high-school students and 175 pupils in the kindergarten and first three grades of the elementary schools. The project is part of a large building program and will be financed partly by a bond issue and partly by a Federal Government grant.

♦ **San Antonio, Texas.** The school board has been notified that the way has been cleared for the immediate sale of the \$950,000 school-bond issue, due to the fact that the state board of education has issued a waiver of its rights to purchase the school bonds. The proceeds of the bond issue will be used in the financing of a \$1,390,000 school-building program for the city schools. The program provides for a senior high school, two elementary schools, and other school-building projects.

♦ **Minneapolis, Minn.** The board of education has voted to adopt a three-year building program, involving an estimated cost of \$5,101,427. The program which was presented to the city council for approval, is intended to relieve the unemployment situation.

♦ **The Kansas Janitor-Engineers' Schools,** operated by the Kansas State Board of Vocational Education, will hold their annual sessions at Wichita, from June 3 to 7, and at Topeka, from June 10 to 14. Mr. Laurence Parker, of the Pittsburg State Teachers' College, will be director.

♦ **The high school at Hot Springs, S. Dak.,** has completed the laying out of a quarter-mile running track on the athletic grounds. The work was accomplished through the co-operation of a public-spirited board of education and the officials in charge of the local relief board. The track surrounds a level football field, which will be sodded and landscaped with native Black Hill's cedars and junipers.

The high-school athletic grounds were formerly part of the campus of the Black Hills College. The 440-yard oval, with an 8-lane straightaway, 200 yards in length, bridges a canyon which was included in the original purchase of the site.

♦ **Cleveland, Tenn.** The board of education has planned a school-building program, calling for the erection of additions to two schools, a manual-training shop, and the installation of a cafeteria, a home-economics kitchen, and a new heating plant.

♦ **Pittsburgh, Pa.** The board of education has effected a saving of approximately \$40,000 on the first six school-building projects for 1935 through the use of its own architects.

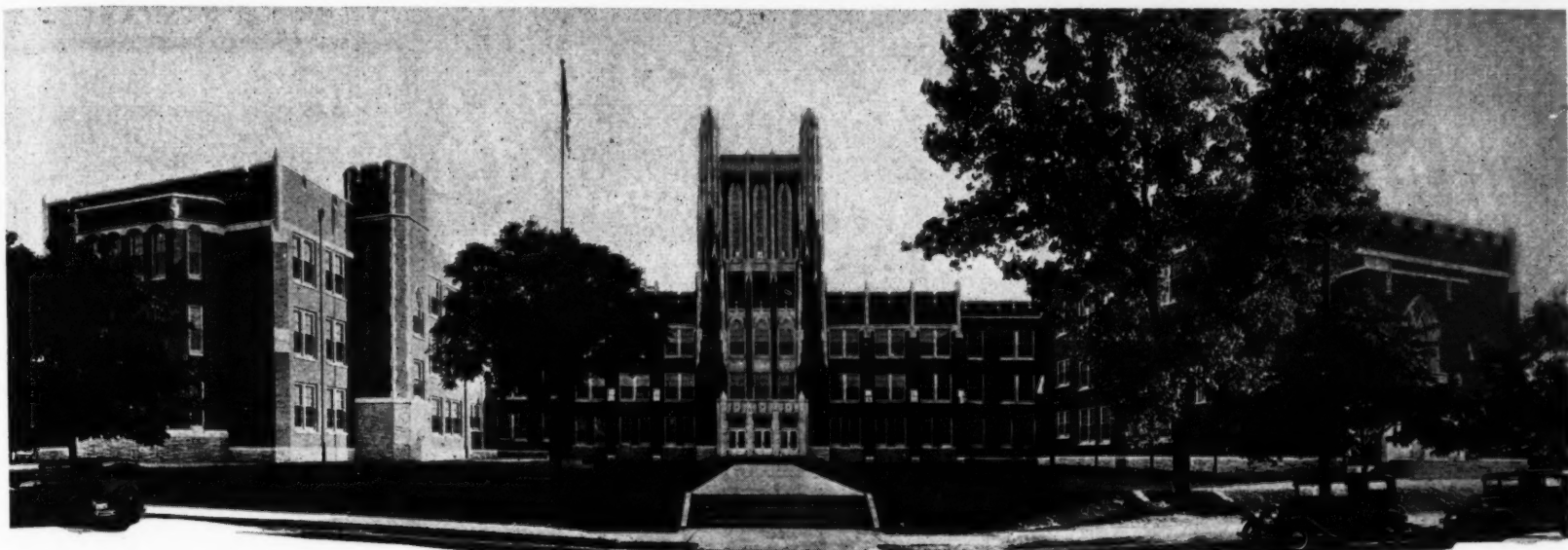
♦ **Palestine, Tex.** Construction work has been started on a school athletic field, to cost approximately \$17,000. The equipment of the field will include permanent stands to seat 3,000 persons, lighting equipment for night football, and steel fencing. The structure will be completed ready for use on September 1, 1935.

♦ **Crockett, Tex.** A new football field has been laid out and equipped for night games.

♦ **San Antonio, Tex.** The school board has approved plans for a projected school-building program, calling for an expenditure of \$1,390,000. The program will be financed by bonds of the school district and a PWA grant which has already been approved.

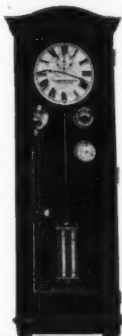
♦ **Waukesha, Wis.** A ten-year building program has been outlined by Supt. G. O. Banting and presented to the board of education. The new program provides for the erection of a combined auditorium and gymnasium for the Hadfield grade school, an addition to the Lincoln Junior High School, an addition to the White Rock School, and the erection of two additional junior high schools, one on the east side and one on the west side of the city. A building is also planned on a site owned by the board south of the city.

Mr. Banting points out that the school debt is being retired at the rate of \$40,000 a year, so that by 1936, the debt on the senior high school will be completely wiped out, permitting the construction of new buildings without an increase of taxation.



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S T A N D A R D M A K E S E V E R Y M I N U T E C O U N T

THE BULLDOG STADIUM: A DEPRESSION IMPROVEMENT FOR COMMUNITY WELFARE

Courageous planning by the administrative officials of the schools and hearty co-operation on the part of the citizens and business people of the community have given the city of Yoakum, Texas, a completely equipped community play and athletic center. Neither the failure of federal help nor difficulties of local financing could stop this improvement which grew out of the desire for a properly equipped center where all the outdoor play and athletic activities might be centered and conducted under proper supervision.

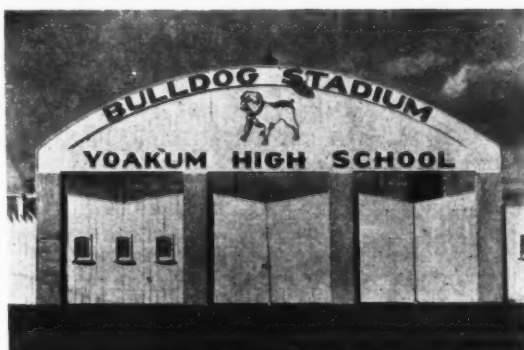
The project of the "Bulldog Stadium" named after the affectionate nickname given the Yoakum High-School football team first took tangible form as an FERA undertaking and to give employment to local labor. The unwinding of the government tape, however, failed to provide the necessary funds, whereupon the school board and Mr. George P. Barron, superintendent of schools, worked out a plan for locally financing the center, and the original plan was carried into effect. The Bulldog Stadium includes a complete athletic center, with a football and baseball field, a track, tennis courts, bleachers, and play space.

Following the adoption of the preliminary working program, the school board proceeded with plans for obtaining the building funds, purchasing the site, and installing the necessary equipment, including night field lighting, grandstands, and fencing. The funds for the financing of the construction work were obtained by loans from the local banks and the money will be repaid with current school funds.

The stadium was erected during the summer of 1934, and was completed and opened for the first game on September 21, 1934.

The total cost of the "field" amounted to \$17,000, of which \$4,600 was expended for the site and fencing, \$2,000 for the lighting, and \$1,400 for grandstands. The purchase of a site used about two thirds of the total fund outlay, which prevented the payment of all the improvements out of the athletic receipts. In less than four months after the stadium was completed, the athletic receipts amounted to approximately one half of the cost of the site, equipment, and improvements. During the athletic season of 1934, the gate receipts were fourteen times the amount collected during the previous 1933 season.

A fine community spirit and good will were manifested throughout the operation of the project as a result of the co-operative efforts which developed in promoting night football. A large number of those participating were drawn from the ranks of business



MAIN ENTRANCE TO THE STADIUM

men, clerks, laborers, and other workers who were not at liberty to attend a game during the daytime. The entire city took an interest in the project and there were no evidences of bickering, fault-finding, or other troubles which sometimes develop in such a project. The athletic center is open at all times for general community use and is appreciated by those who are privileged to use and enjoy it. The school authorities have direct control of the field.

THE GROWTH OF EDUCATION

Final Educational Statistics for 1932 Released

Approximately one fourth of the population of the United States—30,550,000—is enrolled in full-time day schools, according to the Statistical Summary of Education, issued February 12, 1935, by the United States Office of Education. Covering the years 1931-32, the report shows that this army of pupils is taught by 1,063,000 teachers. The cost of all types of schools, private as well as public, is nearly three billion dollars a year.

The biennial statistical report reveals that elementary schools of the one-room type are becoming fewer, but secondary schools are increasing in number.

It was estimated that in 1932 there were 232,750 public elementary schools and 26,409 public high schools. There were 5,556 fewer public elementary schools in 1932 than in 1930 and 2,479 more public high schools (including junior high schools) in 1933-34 than there were in 1930.

High-School Growth

More than 30,550,000 students were enrolled in full-time day schools. Of this number elementary-school

enrollment was 23,570,000; secondary-school enrollment, 5,590,000; college enrollment, 1,150,000; enrollment in state and private residential schools for exceptional children, 67,600; Federal Government school enrollment was 56,000 Indians and 4,600 natives of Alaska.

In addition, enrollment in public night schools was 1,064,000, summer enrollment was 485,500, part-time and continuation school enrollment was 257,000. Summer school or extension and correspondence courses in colleges in 1931-32 also enrolled 850,000 students.

It is estimated by the Office of Education that more than 833,000 students graduated from high school in 1931-32 and that 138,000 completed first-degree courses in colleges. There were 1,900,000 living college graduates in 1932 and 8,100,000 high-school graduates had not continued their education through college. The statistical summary calculates that of every 1,000 persons 21 years of age and over in 1932 about 25 had college degrees and 109 had high-school diplomas.

Cost Approaches Three Billion

The 1,063,000 teachers included about 700,000 in elementary schools, about 250,000 in secondary schools and about 90,000 in colleges.

The estimated total income for all education from kindergarten through college, public and private reporting to the Office of Education was \$3,083,808,785 (\$2,459,000,000 for elementary and secondary education, \$567,000,000 for colleges and about \$58,000,000 for residential schools for exceptional children).

Including schools in Alaska and Government schools for Indians the expenditure for all levels of education, public and private, the Office of Education reveals, was \$2,968,019,400. Of this total, elementary schools, \$1,700,000,000; high schools, \$700,000,000; colleges, \$544,000,000.

All publicly supported education could have been paid for, if each person of voting age would have contributed 9 cents a day in 1932, the Office of Education estimates, adding that about 2 cents in addition would have paid for private education. The annual expenditure per adult for public education was \$32.95 and for private education, \$7.10.

School property was worth approximately \$758,000,000 more in 1931-32 than in 1929-30. The approximate investment in educational plants was set at \$10,000,000,000.

♦ The County School Superintendents of the State of Washington held their annual meeting, February 6 and 7, in Tacoma.

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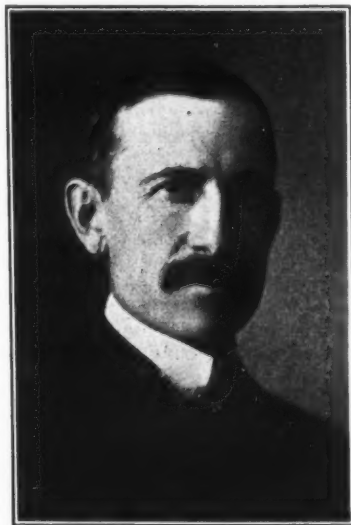
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Personal News of School Officials

WILLIAM H. ELSON DIES IN CHICAGO

William H. Elson, well-known schoolman and author of textbooks, died in a hospital in Chicago, February 2. He was 78 years old.

Mr. Elson, who was born in Carrolltown, Ohio, November 22, 1856, was a graduate of Indiana University. He began his career as a teacher in the rural schools of Cook County, Ind., and later filled various positions as county superintendent, supervisor, and



WM. H. ELSON
(From a photograph taken in 1906.)

superintendent of schools. He was superintendent of schools at Superior, Wis., from 1895 to 1900, superintendent of schools at Grand Rapids, Mich., from 1900 to 1906, and superintendent of schools at Cleveland, Ohio, from 1906 to 1912.

Mr. Elson was noted as the originator of the technical-high-school idea and was responsible for three such

high schools while superintendent of schools in Cleveland.

In 1909, while superintendent in Cleveland, he published the first of the widely used Elson readers, which became known as the "modern McGuffey readers." He retired from active educational work ten years ago, to devote all of his time to textbook publications. He is survived by one son, Frank Elson, of New Rochelle, N. Y.

AUGUSTUS O. THOMAS DEAD

On January 30, 1935, Dr. Augustus O. Thomas collapsed suddenly on the streets of Washington, D. C., and died soon thereafter. At the time of his death he was the secretary of the World Federation of Education Association. He was 72 years of age.

Dr. Thomas was a native of Mercer County, Illinois. He completed his education at the Western Normal College and Amity College in Iowa. He served as principal at Cambridge, Nebraska, and as superintendent of schools at St. Paul, Minden, and Kearney, Nebraska. Thereafter, he became president of the State Normal School at Kearney, Nebraska, and then state superintendent of public instruction. For many years, he served as state commissioner of schools for the State of Maine.

In later years, he was prominently identified with the cause of education in an international way, serving as the prime mover in the World Federation of Education Associations.

PERSONAL NEWS

• DR. S. V. BURLEY has been elected president of the board of education at Lorain, Ohio. D. W. LAWRENCE was re-elected vice-president, and ELI SMITH clerk.

• The school board at Chagrin Falls, Ohio, has reorganized with the election of C. S. HARRIS as president, GERTRUDE SCOTT as vice-president, and GEORGE L. BURTON as clerk-treasurer.

• MR. HOWARD A. CANHAM, 48, president of the community-high-school board at Virden, Ill., died on January 19, at Springfield, after a long illness.

• MR. RICHARD BOX, 49, president of the school board of Belle Plaine, Iowa, died at his home on January 18, following a heart attack.

• MR. EDWARD T. PENDELOW has been elected to head the school board at Ansonia, Conn.

• MR. O. F. BOERNER, a member of the board of education of Port Washington, Wis., for the past fifteen years, died at his home on December 27, 1934. Rev. H. A. Fleer has been appointed to succeed Mr. Boerner for the remainder of the term.

• MR. GEORGE A. ASHWORTH has been elected a member of the board of education at Mount Vernon, Ind., to succeed the late Mr. William Espenschied.

• The board of education of Memphis, Tenn., has reorganized, with the re-election of W. J. PRESCOTT as president; MR. SHEA

as vice-president; ERNEST BALL as secretary; and GILMER WINTON as treasurer.

• At a meeting of the Stark County Board of Education, held at Canton, Ohio, Mr. L. J. SMITH, county superintendent, and Mr. E. D. MAURICE, assistant county superintendent, were re-elected for terms of three years each, beginning with August 1, 1935.

• The board of education of Salt Lake City, Utah, has reorganized, with the re-election of MR. A. E. EBERHARDT as president. MR. H. W. GUSTIN, MR. D. E. HAMMOND, and MR. EBERHARDT were re-elected for two-year terms, and MR. N. L. MORRIS and MR. S. L. BILLINGS elected for terms of two years each.

• FRED W. ERICKSON, 41, secretary of the school board of Madison, Wis., died of pneumonia at a hospital on January 18. He had served as an official of the school board for the past fifteen years.

• MR. C. HAROLD CAULFIELD has been elected president of the board of education at San Francisco, Calif. Mr. Caulfield is the first citizen to become a member of the board under the new city charter. He was elected for a five-year term.

• DR. J. MARK SMITH has been elected president of the school board at Chelsea, Mass.

• MR. VERNON E. STENGERSEN, a member of the school board of Minot, N. Dak., died at his home on January 7, following a heart attack. Mr. Stensersen was a graduate of Fargo and Macalester Colleges and was a practicing attorney.

• MR. JOHN A. MILLER, a member of the school board of Louisville, Ky., has been elected president, to succeed Nathan P. Bloom. WILLIAM HOKE CAMP was elected vice-president.

• MR. HENRY C. DAVIS, of Ware, Mass., has retired from the board of education, after a service of 60 years. The occasion was marked by an informal reception on January 29, which was attended by members of the board, the superintendent of schools, and friends of Mr. Davis. He was presented with a basket of flowers and a purse.

• MR. LEWIS GIFFORD, a member of the school board of Davison, Mich., died at his home on January 24, at the age of 75.

• MR. JOHN W. RAMEY has been re-elected as president of the school board at Russell, Ky.

• MR. G. G. SCHNEIDER has been elected president of the board of education at Newport, Ky.

• MR. GUY G. GERRY has been elected president of the school board at Grand Junction, Colo.

• MR. W. C. BELL, State Superintendent of Public Instruction in Kentucky from 1928 to 1932, died from a heart attack at his home in Frankfort, on January 26. Mr. Bell had been a leader in educational work in Kentucky for more than thirty years, and had served as teacher, principal, and superintendent in schools of the state. In 1927 he was elected superintendent of public instruction, an office which he filled until 1932.

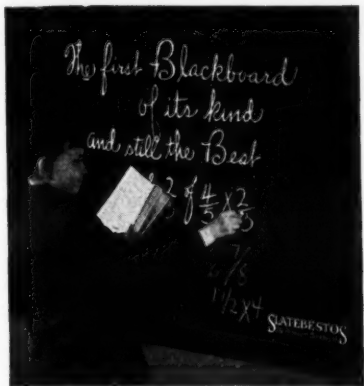
• MR. JAMES A. BURKE, formerly a principal in Spokane, Wash., has recently been elected superintendent of schools for Spokane County. Mr. Burke is well known to schoolmen in the Pacific Northwest through his service as secretary for the Inland Education Association.

• MR. JOHN S. ROCKWELL has been elected a member of the board of education at Kalamazoo, Mich.

HEADQUARTERS

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fuses it with new interest — and *efficiency*. Simplifies assignments.

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School Board News

THE MINNESOTA SCHOOL BOARDS MEET IN ST. PAUL

Between 750 and 800 attended the meeting of the Fourteenth Annual Convention of the Minnesota State School-Board Association, at the Hotel Lowry, St. Paul, February 7 and 8. This attendance was double that of any previous convention of the association, and the ballroom of the Hotel Lowry was inadequate to accommodate the members. Of the group, over 450 were registered as official delegates.

In the talks, low salaries and high taxes were decried. Tax money, it was argued, should be used for school maintenance, and not for the retiring of bonds before they become due, at the expense of teacher salaries. Additional taxes should be levied for the purpose of retiring bonds.

"Equality of Opportunity" was discussed from every angle, and was used as an argument both for and against everything discussed. Inequality of opportunity was shown to exist, due to differences in per-capita wealth, length of the school term, and in the desire to have the best as compared with those who desire the cheapest.

There was a definite desire on the part of the majority present to keep home rule, as opposed to any centralization plan such as the county unit. Advocates of the latter plan intimated that they did not expect the endorsement of the Association, but desired only to present the plan for study.

Inheritance and income taxes were studied as a source of more income. Real-estate and ad valorem taxes were considered high enough, and no new taxes should be raised for school purposes from this source. The sales tax, at present a political issue in Minnesota, was not considered as a source of revenue.

Speakers on the program were: Hon. Gehan, mayor of St. Paul; Edgar E. Sharp of Moorhead; Floyd B. Moe, president of the Minnesota Educational Association; Otto W. Kolshorn, president of the Minnesota School-Board Association; Dr. John Gunderson Rockwell, commissioner of education; Senator O. J. Finstad of Windom, Minn.; Superintendent H. H. Kirk of Faribault, Minn.; Harry L. Wahlstrand, chairman of Educational Committee of the State House of Representatives; Senator A. L. Almen, chairman of the Educational Committee of the State Senate; Dr. E. E. Novak, of New Prague, Minn.; Theodore Utne, of the State Department of Education; and Edward F. Flynn, general counsel for the Great Northern Railway.

The nine committee chairmen of standing committees were:

Athletics—George Martinson, Hibbing
Legislative—C. L. Pegelow, Bemiji
Resolutions—Dr. Hans Johnson, Kerkhoven
Teachers—Chas. M. Lohn, Crookston
Constitution—Dr. E. E. Novak, New Prague
University—A. J. Holm, Stillwater
Rural Research—J. S. Siewart, Slayton
Membership—R. W. Culbertson, Rochester
Tax Revision—Otto W. Kolshorn, Red Wing

Officers elected for the coming year are:

Dr. E. E. Novak, President, New Prague
C. L. Pegelow, Vice-President, Bemiji
John E. Palmer, Secretary-Treasurer, Fergus Falls

The Board of Directors for the following year are:

Irving C. Pearce, St. Paul
R. W. Culbertson, Rochester
D. G. Fast, Mountain Lake
J. B. Johnson, Cambridge
Dr. H. B. Clark, St. Cloud
J. S. Siewart, Slayton
M. F. Gray, Hibbing
Edgar E. Sharp, Moorhead
Helen Baumann, Minneapolis

The three retiring directors are:

E. V. Wetzel, Little Falls
Dr. Hans Johnson, Kerkhoven
George Martinson, Hibbing

Resolutions reported out of committee received almost no opposition from the floor, except where the chairman did not support it.

The Resolutions

The Association adopted resolutions, expressing its opposition to legislation, limiting the tax levy for administrative purposes based on the factors of local assessed valuation or the mill rate. The Association took a strong stand against legislation, depriving school boards of their present authority in administrative matters, and attempting to establish the same under any other board or public officer. The Association endorsed a legislative bill, appropriating \$11,400,000 for distribution among school districts on the basis of per-capita attendance provided the sources of revenue be other than the direct property tax. Bills for the maintenance of health service in schools, for the maintenance of cafeterias, for the promotion of thrift

education, for the establishment of joint recreational councils, and for legalizing liability insurance were endorsed.

The Committee on Athletics, in its report, called attention to the work of the new board of control and the establishment of the eligibility plan. The board has issued pamphlets setting forth the new plan, has distributed thousands of monthly bulletins, has sold several thousand official handbooks, basketball rule booklets, and similar material. It has promoted oratorical contests and other activities and has financed these with money earned in state basketball contests.

The Constitutional Committee defeated a resolution, permitting county superintendents to become members of the state school-board association by the payment of a fee of \$2, and adopted a resolution allowing life membership to those serving one year or more on a school board.

The University Committee reported on Dr. Coffman's report to the regents, made a study of the list of subjects offered in the university, and commended the university and others for their interest in the education of youth.

RURAL SCHOOL BOARDS ABOLISHED

Alaska, through its territorial board of education, a year ago, abolished its rural school boards, some 65 in number. It is interesting here to note the reasons which rendered this change advisable, and which read as follows:

Many of the rural school boards failed to secure fuel on a competitive basis. They would furnish the fuel themselves at high prices. Some boards would report expenditures for repairs while the teachers reported that none were made. Board members often paid themselves exorbitant wages for labor performed. There were reports that members used coal purchased for the school.

Other shortcomings had also become evident. Boards would not always hire teachers, who were qualified or comply with the salary schedule set by the commissioner of education. A change in board members often meant the dismissal of excellently qualified teachers. School funds were frequently carried in private accounts.

While the present system without rural boards has been operating for only a little more than one year, many benefits have been noted. Many people in rural districts have expressed themselves as believing it to be a more practical and economical system.

At the time the boards were abolished, nearly all of the teachers had been selected, and in most places the fuel had been purchased. A saving of several thousand dollars was noted for the first year under the new setup due to the reorganized plan. The saving for the second year should be much more, as bids for fuel have been made in practically all schools.

Another advantage under the new system is that it is more nearly possible to employ Alaskan teachers. In the past, all that could be done was for the commissioner to urge the various school boards to appoint teachers already in Alaska. Now, since the appointment is made with the commissioner, he can make sure that these appointments are made.

PENNSYLVANIA'S SCHOOL UNIT MOVEMENT

The educators of Pennsylvania during 1934 applied themselves to the leading school problems of the state through the medium of a committee which made a study of the unit of school administration and the relief to be secured through the enlargement of rural school districts. This committee has given expression to its findings and recommends a county executive committee for all school districts under the supervision of the county superintendents. The powers and duties are to be defined as follows:

They shall make recommendations for the regrouping of school districts into community districts, each having as its nucleus a high school or a community

Four pivots mark every town. No human association is complete without all four. First, there is the home, that domestic center which for weal or woe is the moral arena of every pilgrim. Converging influences meet with magnetic force on the home from the other three. They are the town hall, the church, and the school. No man would move his family into a mere city of homes. Domestic salvation depends on the nourishing forces that emanate from the civic, the spiritual, and the scholastic centers. — S. S. Drury.

center, around which the larger district organization shall be planned.

The executive committee is also to plan transportation routes, prepare lists of textbooks, solicit prices for instructional and janitorial supplies, approve or disapprove the termination by local boards of contracts of all teachers, approve budgets, school sites, and building projects.

The report outlines in detail the formation of community school districts, the manner of taxation, and the general financial program to be adhered to.

EDUCATIONAL SURVEYS IN IOWA

During the past quarter of a century, eight educational surveys were ordered by the legislature of Iowa. The commissions making these surveys accompanied them with conclusions and recommendations, many of which found expression in new laws and the amendment of old laws.

The legislature of 1933 created a legislative committee whose duty it was to study the possible reduction of governmental expenditures and make recommendations to be considered by the legislature of 1935. While the study made embodied the entire state government it also gave special consideration to the public-school system. The recommendations here made embody the following:

1. The budgetary system of the public schools should be integrated with the budgetary system of the county.

2. The state legislature should refrain from enacting statutes governing the public-school system except such as concern the organization of the school system itself, touch the civil rights and obligations of the citizens, or control the taxing power.

3. The public-school system should be placed under the supervision of the state board of education, which should have full power to make regulations not repugnant to laws governing the public-school system, and which should be authorized to appoint the superintendent of public instruction. The board of educational examiners, the board of vocational education and vocational rehabilitation should be abolished and their duties transferred to the state board of education when the latter assumes supervision of the public-school system.

4. A county should be adopted as a unit of local school administration. When the county has been adopted as a public-school administrative unit, the needs of the public-school system demand that counties should be consolidated into larger units. Existing school districts should be abolished and the public schools should be locally supervised by county boards of education. Each county board of education should choose a county superintendent whose qualifications would be prescribed by the state board of education. Each county school budget should be reviewed by the state department of public instruction.

5. If and when the county is adopted as the local unit for public-school administration and if and when new state revenues are provided in lieu of the general property tax, a state aid or equalizing fund should be established to be administered by the state department of public instruction on the basis of a minimum millage rate for county school support, the minimum standards established by the state.

6. Teachers and other employees should be appointed by the county boards of education. Teachers should be appointed on probation to the teaching service of the state and assigned to teaching positions as need and fitness dictate.

7. The minimum certificate requirements of elementary teachers should be raised to at least one year of college preparation at the earliest possible date. The state program of teacher training should be coordinated, pre-planned, and controlled.

8. The proceeds from new business and sales taxes should be used, after the expense of the offices of sheriffs and county attorneys have been met, to provide a school equalization fund.

COMING CONVENTIONS

March 14-15. South Carolina Education Association, at Greenville. Mr. J. P. Coates, secretary, Columbia, S. C.

March 14-16. Public-School Business Officials of California, at San Diego. S. C. Joyner, secretary, Pasadena, Calif.

March 14-16. Southeastern Arts Association, at Charleston. Miss May Klutz, secretary, Concord, N. C.

March 28-30. Alabama Education Association, at Birmingham. Frank L. Grove, secretary, Montgomery.

March 28-30. North Carolina Association of City and County Superintendents, at Winston-Salem. Miss Mildred English, secretary, Raleigh.

April 1-4. Northwest Association of Secondary and Higher Schools, at Spokane, Wash. P. S. Filer, secretary, Spokane.

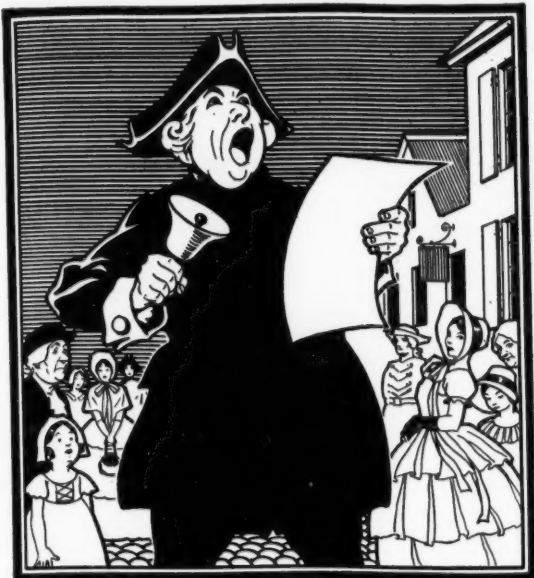
April 3-6. Schoolmen's Week, at Philadelphia, Pa. L. D. King, secretary, University of Pennsylvania, Philadelphia.

April 4-6. Ohio State Education Conference, at Columbus. W. H. Cowley, secretary, Ohio State University, Columbus.

April 10-13. Kentucky Education Association, at Louisville. W. P. King, secretary, Louisville.

April 10-13. Northcentral Association of Colleges and Secondary Schools, at Chicago, Ill. A. W. Clevenger, University of Illinois, Urbana.

April 11-13. Georgia Educational Association, at Macon. K. T. Alfreind, secretary, Macon, Ga.



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A special base, together with an exceptionally high oil content, gives GLOSS SEAL No. 1 the hardness necessary to resist rubber burning. Will not soften under heat. After a game every mark can be removed leaving the floor clean and smooth. It has remarkable ability to resist alkalis, acids, strong soaps used in mopping and scrubbing. For every surface that gets unusual wear, use GLOSS SEAL No. 1. For less heavily travelled surfaces, there is FINNELL GLOSS SEAL No. 2, and for surfaces needing a penetrating finish, FINNELL TRAFFIC SEAL is ideal.



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Whir-rr! The brushes have a tremendous speed—230 revolutions per minute—yet the FINNELL is under perfect control. A child could manage it. Its offset design will take it under desks, benches, tables, machinery, etc. Just two gears, and they are extra large, made of heat-treated metal—sturdy and silent.

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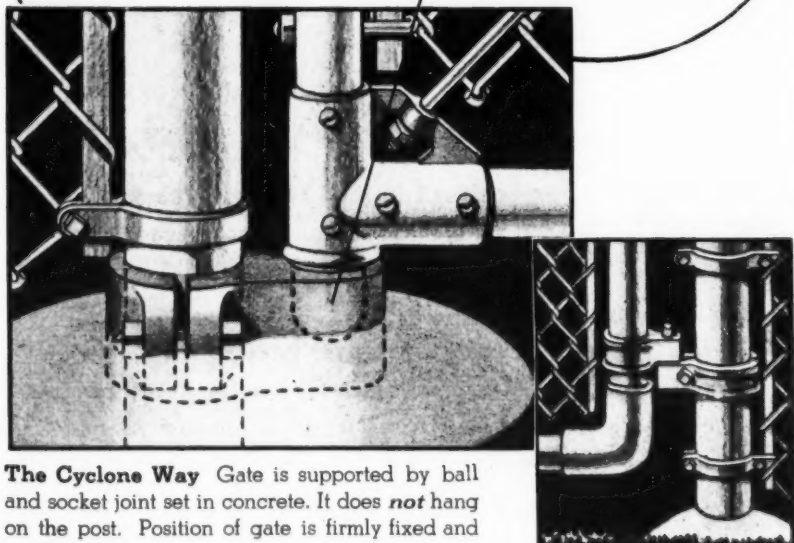
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● A gate whose corner or bottom edge drags on the ground—how exasperating and temper-trying it is to have to lift and tug every time you wish to open or close it.

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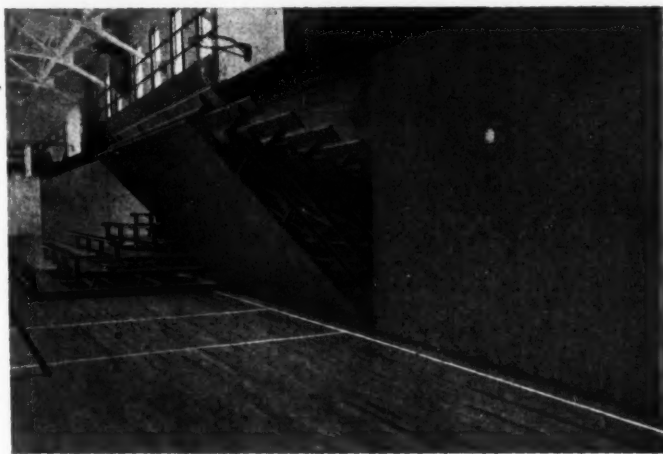
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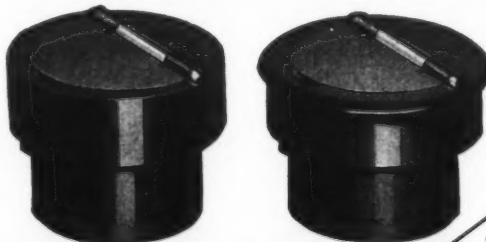
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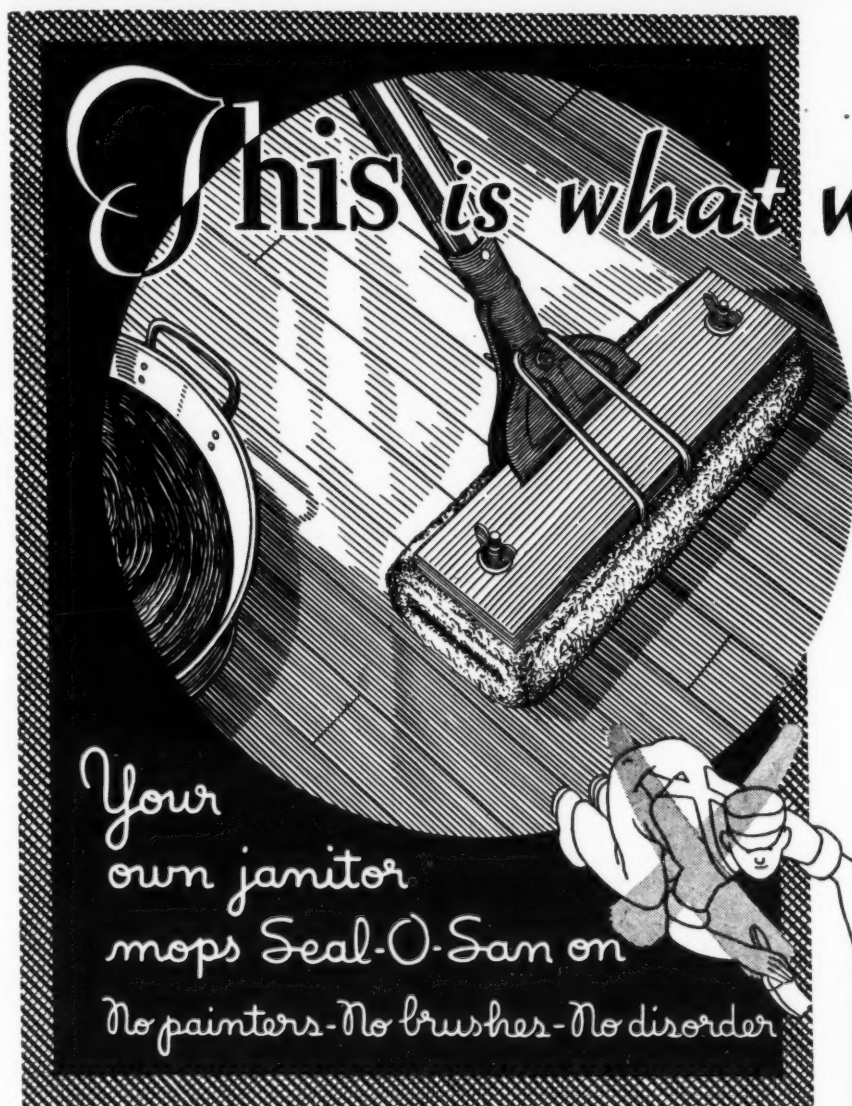
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THE PERFECT FINISH FOR SCHOOL ROOM FLOORS

PENNSYLVANIA SCHOOL DIRECTORS MEET IN HARRISBURG

The State School Directors' Association of Pennsylvania, in a two-day session, held on February 6 and 7, in Harrisburg, took up the problems of school financing, larger units of school administration, and retirement systems for school employees. Approximately 2,000 members attended the sessions of the school directors and secretaries. David A. Miller, of Allentown, presided.

Dr. Ned H. Dearborn, of the New York University School of Education, speaking before the group, declared that "more important than boards of education is the size of the taxing and administrative units. I urge continued thinking about that problem." Answering the question raised by his topic, "Shall We Abolish Boards of Education?", Dr. Dearborn said, "There has never been a time in my life to compare with the fears and panics of certain groups of taxpayers in this country. These groups fear huge expenditures, but in too many instances, unreasoning fear has displaced rational thought. Because teaching is a public service," he said, "it must have the support of the public, but school boards must provide equalization of educational opportunity and must study the educational needs of their communities to improve the educational structure so that those needs may be met. We are inclined to condemn systems when what really needs condemning is individuals. It is the people, not the system, that is of greatest importance."

Governor Earle's views on the Pennsylvania educational problem were presented by Representative Harry J. Brownfield, chairman of the House Education Committee. These recommendations included the restoration of teachers' salaries to the maximum provided in the Edmunds act; lifting of the tax burden from real estate through an income tax; adequate emergency aid for needy school districts; creation of a commission to study proposals for civil service for teachers; and strengthening of the child-labor laws.

The need of economy in school administration because of the inability of the state to make prompt payments of state aid for the remainder of the present year was stressed by Dr. James N. Rule, State Superintendent of Public Instruction.

"The School Employees' Retirement System" was discussed by Mr. H. H. Baish, secretary of the Public School Employees' Retirement Fund, who pointed out that since 1919, when the fund was started, its governing board has invested more than \$131,000,000 in bonds of the state, school boards, county governments, and Federal Government. Of these, \$30,000,000 have matured and been paid, and the board has had no losses.

Dr. Herbert J. Stockton, chairman of a committee appointed to study the larger unit of school administration, presented recommendations in line with those urged by Dr. Dearborn, and suggested the consolidation of school districts into larger units, grouped around high schools or community centers. Under the proposed plan, consolidation would be voluntary and up to the voters after approval by the county commissioners and the state superintendent of public instruction.

At the session on Wednesday, Dr. Marian K. McKay, a member of the Governor's Financial Survey Commission, addressing the group, urged the immediate revision of the state constitution. "Pennsylvania faces a possible deficit of more than \$40,000,000 at the end of the biennium period in May," he said, "and it is impossible to borrow for current needs." He pointed out that ability to render service and not ability to garner votes must be the order of the new day, and he stressed the fact that there is needed reform for the reorganization, consolidation, and elimination of certain governmental units, including many small and inefficient school districts. "Interest in good government," he said, "must lead to a recognition of the desirability of reorganizing school districts in such a way as to insure first-class educational facilities for all the people within the respective districts."

"Blanket Dismissal of Teachers" was discussed by Dr. Carmon Ross, President of the Edinboro Teachers' College, who proposed a new code of ethics for school directors, to include employment of teachers on merit, support of teachers in the performance of duty, and dismissal only when best for the school and the community. Dr. Ross urged the passage of legislation to guarantee reasonable tenure for teachers and to provide larger units of school administration to insure professional leadership.

Dr. Homer P. Rainey, of Bucknell University, discussed the topic, "Meeting the Crisis in Education in Democratic Institutions," pointing out that mass control in politics and the industrial revolution have led the country close to catastrophe and chaos. Mr. David A. Miller, of Allentown, urged increased membership fees, a paid secretary, and a monthly magazine. Dr. Marjorie O. Batchelor, of Palmerton, urged the school directors to promote a campaign for a more careful supervision of the health of school children in order to reduce the dangers of tuberculosis.

The annual banquet, in the Penn-Harris Hotel, in the evening, was addressed by Rev. John Logan Davis, of New York City.

The association adopted resolutions, calling for clean motion pictures, and opposing legislation to permit

school districts to exonerate penalties on delinquent real-estate taxes. The question of restoring teachers' salaries to the maximum provided in the teachers' salary act was held over, pending action by the directors at a later meeting.

The association elected the following officers for the ensuing year: President, Mrs. Warren Marshall, Swarthmore; first vice-president, Mr. C. K. Patterson, Turtle Creek; second vice-president, Dr. Wm. K. McBride, Harrisburg; third vice-president, Mr. J. Foster Meck, Altoona; secretary-treasurer, Mrs. Anna Dickinson, Harrisburg. Directors appointed for the year include Herbert Stockton, Johnstown; Chester H. Gross, Manchester; Chas. R. Rasel, East McKeesport; Dr. W. A. Roberts, Newton; and Mrs. Maude Trescher, Jeannette.

SCHOOL FINANCE

♦ The Rockford, Ill., board of education has issued through Supt. Frank A. Jensen, an informational report to the parents of the community. Last year, the school year was cut from 40 to 36 weeks, while the teachers' salaries were reduced 28.5 per cent below the schedule. For 1935-36, the anticipated school year will be 40 weeks, and the salaries will be restored to 90 per cent of the former salary schedule.

The report also shows just where the school dollar goes. The figures deal with administration, co-ordinate activities, auxiliary agencies, fixed charges, operation, maintenance, capital outlay, and debt service.

♦ Washington, D. C. Supt. F. W. Ballou recently presented to the district board of education its 1935 school budget, calling for a total of \$12,193,154 for the school year 1935-36. The budget provides for the restoration of salaries and for full-time pay for promoted positions.

♦ Montclair, N. J. The school board has adopted a budget of \$1,120,571 for the school year 1935, which is \$8,639 below the estimate for the last year.

♦ Portland, Ore. The school board has indicated that it will arrange no more loans and that it will operate the schools on the pay-as-you-go plan. All efforts during the next school year will be concentrated on the payment of present debts. The board will continue its present financing form of issuing warrants to be redeemed later, because of the fact that \$2,467,193, levied for 1935, has not been collected.

♦ Girard, Ohio. The board of education has adopted a budget of \$202,504 for the school year 1935, which is an increase of \$15,000 over the estimate for 1934-35. The board anticipates an 80 per cent tax collection, which will reduce the school revenue to \$181,370.

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PUBLICATIONS

The Budget of the Parish School Board

By John M. Foote. Paper, 36 pages. Issued by the State Department of Education, Baton Rouge, La.

This bulletin aims to bring to the attention of parish school-board members and superintendents of education, the law concerning school-board budgets and to illustrate the differences between a satisfactory budget and one which is unsatisfactory. The pamphlet takes up budget procedure, the principal features of a budget, and shows examples of good budgets.

Salary Schedules for Teachers, 1934-35, in Cities Over 100,000 Population. Circular No. 11, November, 1934. Price, 50 cents. Department of Superintendence, N. E. A., Washington, D. C.

This latest circular of the research division of the National Education Association offers helpful information on existing practices in large cities regarding teachers' salaries. The circular presents schedules of 60 cities, showing minimum salaries, number and amount of increments, and maximum and supermaximum salaries for major teaching classifications. The circular presents an extensive table, giving the minimum, maximum, and supermaximum salaries of elementary and high-school teachers, kindergarten teachers, vocational teachers, and teachers of handicapped pupils.

Uniform Financial Accounting for Iowa School Districts

By R. C. Williams. Paper, 62 pages. Published by the State Department of Public Instruction, Des Moines.

The pamphlet outlines the procedure which has been established for those responsible for the financial management of the Iowa public schools. Records and procedures have been set up which are intended to meet the needs of an adequate accounting system in a very simple and direct manner. The material includes information on the making and recording of disbursements, the codification of receipts, payroll procedure, the making of the annual report, the recording of group expenditures, the compiling of cost summaries by departments, and the recording of operating costs of buildings.

My Cousin, F. Marion Crawford

By Maud Howe Elliot. Cloth, 332 pp., illustrated. Price \$2.50. The Macmillan Company, New York City.

This is a biography of that well-known author of *The White Sister* and *In the Palace of the King*, based for the most part on correspondence.

The Nation's School-Building Needs

Paper, 34 pages. Price, 25 cents. Bulletin No. 1, January, 1935, of the Research Division of the National Education Association, 1201 Sixteenth St. N. W., Washington, D. C.

The resumption of school-building activities during the reconstruction period is of interest both from the standpoint of educational recovery and from that of general economic recovery. Labor and materials used in building construction have a direct influence on economic conditions, varying with the amount of building to be done. At this time the best available information is needed respecting existing facilities in order that sound policies may be adopted.

The present bulletin brings together important information on the present status of school buildings. It gives a general overview of the housing situation, evaluates recent trends in construction, and summarizes the data available with respect

to building needs. It shows that there is a growing shortage of school space and that only a determined promotion of well-thought-out local programs and state programs will prevent a serious situation.

Electrical Trouble Shooting

By A. H. Packer. Leatherette, 602 pages, illustrated. Price, \$4. A. H. Packer, 8115 Harper Ave., Chicago, Ill.

The electrical phases of both automobiles and airplanes are discussed in a simple manner. The book may be used for self-instruction, or as a text. Questions and problems are given, and there is an ample statement of the principles involved in ignition systems, battery systems, magnetos, generators, and motors.

Supervision Exercised by States Over Privately Controlled Higher Institutions

By John H. McNeely. Paper, 64 pages. Price, 10 cents. Bulletin No. 8, 1934, of the United States Office of Education, Washington, D. C.

An important question in the field of higher education is the relationship of the state to privately controlled colleges and universities. It is well known that the policies of the several states vary widely in the discharge of this responsibility.

In about one half of the states the statutes provide little or no supervision over these institutions. In the states where supervision of some type has been established, the laws are apparently designed to require the institutions to maintain a minimum quality of higher education. It has been disclosed that in nearly all the states where the supervision is limited in scope, special reservations of power to alter or to revoke charters, or to regulate the institutions have been made in state constitutions or statutes. It is also indicated that all states exercise special supervision over teacher-training work in the privately controlled institutions where the graduates are to receive state teachers' certificates.

The Improvement of the Insurance Program in Local School Districts

By N. E. Viles. Paper, 102 pages. Published by the Author at Jefferson City, Mo.

An extremely important study, showing that the insurance program begins with the planning of school buildings and continues during the life of the structure. While the study is based on conditions in Missouri, the point of view is so broad and the problems discussed are so basic that the booklet ought to be in the hands of every school-board secretary and every officer charged with the placing of school insurance. The author who is director of school-building service in the Missouri State Department of Public Instruction, has an administrative point of view and is anything but categorical and academic in his discussion. He takes up the general problem of securing protection through insurance, the nature of fire losses, the nature of ordinary fire hazards, the effects of fire hazards on insurance costs, and the general problems of administering the insurance problem in local school districts. He is quite clear that the problem differs in communities of various sizes, and that there can be no single policy which is adaptable to all communities. Fundamentally, the problem is to secure adequate protection, to simplify the mechanics of placing and recording insurance to a minimum, to insure at the lowest possible cost, and to co-operate with the fire-fighting agencies and with the insurance companies so that the fire hazards and the insurance penalties arising therefrom shall be reduced to a minimum.

The 1935 Legislative Programs of State Education Associations

A report of the research division of the National Education Association, issued in January, 1935.

The report reproduces the legislative programs of 28 state education associations, which have appeared recently in their official journals. The programs largely concentrate attention upon the immediate legislative issues of 1935, and the recommendations often take the form of definite legislative proposals. Other phases of the programs, more general in nature, look forward to a longer period of planning, co-operative effort and the development of favorable public opinion. Salary problems are emphasized.

Information on School-Plant Insurance Premiums and School-Property Losses in Ohio for 1932 and 1933

Compiled by Dr. T. C. Holy, for the Bureau of Educational Research, Ohio State University, Columbus. This is the third report on school-plant insurance in Ohio, prepared under Dr. Holy's direction. While the report holds strictly to facts, it shows that during the four-year period from 1930-33, inclusive, the schools of Ohio paid out \$1,755,174 in premiums, and received \$115,965 for the payment of losses. The actual return to the school was therefore 6.6 per cent of the premiums actually paid. In the present study, Dr. Holy not only shows that insurance is exorbitant in cost, but he also makes clear that the establishment of a state school insurance would not affect the business of fire-insurance companies seriously. During the four-year period, the school-insurance premiums amounted to 1.47 per cent of the total insurance premiums paid to stock fire-insurance companies for Ohio business.

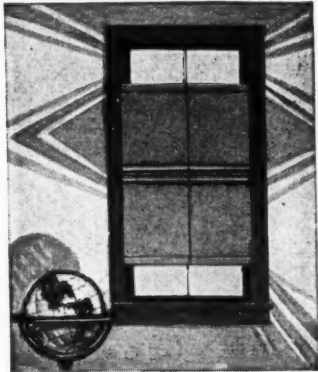
Teachers of the Public Elementary and Secondary Schools of Iowa

Prepared by R. C. Williams, director of research. Paper, 36 pages. Published by the State Department of Public Instruction, Des Moines, Iowa.

A report of a study of the teaching personnel of the elementary and secondary schools of the state, conducted under the direction of Dr. E. T. Peterson and Dr. E. F. Lindquist of the College of Education of the State University, assisted by the graduate students of the institution. The study takes up training, certification, experience, tenure, salaries, and migration of teachers. The report showed that there was a total of 25,842 teaching positions in the elementary and secondary schools for the school year 1928-29.

The report shows that 54 per cent of the teaching personnel of the state possess some form of state certificate, while 29 per cent have county certificates, the balance being normal-training high-school certificates. Nearly one half of the rural teachers hold county certificates and 39 per cent have high-school normal-training certificates, and one out of eight hold a state certificate. One fourth of the city elementary teachers have uniform county certificates, 90 per cent of which are of first grade. More than two thirds of the total have state certificates. But 6 per cent of the city elementary teachers hold a normal-training high-school certificate. Three fourths of the junior-high-school teachers hold state certificates and one fourth have county certificates. Ninety-three per cent of the senior-high-school teachers have state certificates, and nearly 5 per cent of those teaching in these schools have special county certificates.

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Personal News of Superintendents

MR. WALLS PROMOTED

Mr. W. A. Walls, superintendent of schools at Kent, Ohio, has been appointed state relief administrator for Ohio to succeed Maj. Frank D. Henderson. Mr. Walls, who has made an exceptional success in the administration of city schools in Ohio, has been charged with the heavy duty of reorganizing the relief setups in various counties of the state.

In addition to his work as educational administrator, Mr. Walls has for many years taken an active interest in social and relief work. He is a graduate of Mount Union College and holds a master's degree from Teachers College, Columbia University, and a doctor of philosophy degree from Western Reserve. Under Mr. Walls's direction, the schools of Kent have come through the depression in excellent financial condition and have suffered a minimum reduction in educational service.

PERSONAL BREVITIES

- MR. CHESTER A. MOODY, of Arlington, Mass., has been elected superintendent of schools at Concord, N. H. He succeeds the late L. J. Rundlett.
- SUPT. C. H. MOORE, of Clarksville, Tenn., has been elected president of the Tennessee Education Association.
- SUPT. JULIUS WINDEN, of Wisconsin Rapids, Wis., has been re-elected for another year.
- MR. G. T. OHL has been re-elected as president of the board of education at Youngstown, Ohio.
- MISS CLARA DICK has been re-elected president of the school board of Mansfield, Ohio.
- SUPT. W. R. DAVIS, of Superior, Wis., has been re-elected for a three-year term, beginning with July 1.
- MR. B. B. COBB, superintendent of schools at Waco, Tex., has been appointed as executive secretary of the Texas Teachers' Association.
- SUPT. H. B. GOUGH, of St. Cloud, Minn., has been re-elected for a fifth term.
- SUPT. L. W. HARTSFIELD, of Hillsboro, Tex., has been re-elected for a three-year term.
- MR. ROBERT ALLEN HAIGHT, for 38 years superintendent of schools at Alton, Ill., died at a hospital on January 16, at the age of 84. He had been retired since 1918.
- MR. T. A. REYNOLDS, superintendent of schools at Sheffield, Ill., has resigned in order to accept the position of Assistant State Superintendent of Public Instruction at Springfield.
- MR. R. H. WHITE has assumed the duties of assistant superintendent of schools of Caddo Parish, Shreveport, La.

• SUPT. W. C. BLANKENSHIP, of Big Springs, Tex., has been re-elected for his eighth term.

• SUPT. W. F. SLOAN, of Spearfish, S. Dak., was recently elected president of the alumni chapter of Phi Delta Kappa of the state. Superintendent Sloan is one of the oldest members of the chapter in the state, and has given long and faithful service to the cause of education in the smaller school systems. He has been a school superintendent in the state for the past 25 years. During that time, he has planned and supervised the erection of new school buildings in four communities, and in each place raised the educational system to a new high level.

• MR. JOHN W. SPANGLER, principal of the high school at Kent, Ohio, has been appointed acting superintendent of schools for the balance of the school term, succeeding Mr. W. A. Wal's, who has become relief administrator for Ohio.

• B. L. HASSELL, of Jacksboro, Tenn., has been elected principal of the high school at Clarksville.

• MR. Z. M. SMITH, superintendent of schools at Greenfield, Ind., has been appointed a member of the legislative committee of the Indiana Cities and Towns Superintendents' Association.

• MR. HERBERT HARTFORD, of Worthington, Mo., has been elected superintendent of schools at Mexico, Mo.

• MR. CARL M. GEVERS, principal of the North Junior High School, Chattanooga, Tenn., has been awarded the citation of the Silver Beaver, given by the Boy Scouts of America for distinguished service to boyhood.

• MR. OTTO F. KEELER, superintendent of schools at Marshall, Ill., has been appointed Assistant State Superintendent of Public Instruction. Mr. Keeler has been given charge of city, village, and rural schools under Mr. John A. Wieland, state superintendent.

• SUPT. A. T. STOLEN, of Eau Claire, Wis., has been re-elected for a two-year term.

• DR. PAUL F. VOELKER, State Superintendent of Public Instruction for Michigan, has been renominated for the office on the Democratic ticket.

• On February 14, DR. CHARLES L. SPAIN, Deputy Superintendent of Schools of Detroit, Mich., was honored by his associates at a dinner given in celebration of his 35 years of service to the Detroit schools.

• E. E. GALLUP, Director of Vocational Education for the State of Michigan, has been nominated for the office of State Superintendent on the Republican ticket.

• C. H. DORR, principal of the Union High School of Madison, Wis., has been elected president of the Southern Wisconsin Teachers' Association.

• MISS NINA O. BUCHANAN, who was recently elected superintendent of schools of King County, Wash., is a former teacher and the first woman to be elected to that office. She had formerly been president of the National Organization of Classroom Teachers.

• MRS. VINA M. LEAHY, who will become superintendent of schools in Chelan County, Wash., next fall, is now attending the University of Washington, where she is brushing up on her professional training.

• MR. HUBERT H. SHINN has been elected superintendent of schools at Hart, Mich.

• SUPT. RAY H. ADAMS has been re-elected head of the schools at Dearborn, Mich.

• MR. F. B. YOUNGER, of Appleton, Wis., has been elected superintendent of schools at Menasha, to succeed J. E. Kitowski.

• MR. J. A. VAN NATTA has been elected superintendent of schools at Sturgeon Bay, Wis., for a three-year term.

• FRANCIS G. BLAIR, State Superintendent of Public Instruction in Illinois, retired from that office on January 14, after a service of 28 years. Mr. Blair, who was eight times nominated and seven times elected to that office, has been succeeded by Mr. JOHN A. WIELAND. Mr. Blair was first elected to office in November, 1906, when he succeeded Alfred Bayliss.

• OTTO WING, president of the school board of Edmore, N. Dak., died on January 27, after a long illness.

• MISS LULA MAE JOHNSON has been appointed as assistant secretary of the board of education at Danville, Va.

• MR. O. W. HEER, of Northfield, Minn., has announced his resignation, effective on August 31.

• SUPT. L. W. MAYBERRY, of Wichita, Kans., has been re-elected for a two-year term.

• MR. J. CARL JONES, of South Harrison, Ark., has been elected superintendent of schools at Western Groves, succeeding J. W. Nicholson.

• MR. J. H. TREFF has been appointed acting superintendent of schools at Creston, Iowa, during the illness of Supt. B. R. Jones.

• SUPT. R. H. ADAMS, of Dearborn, Mich., has been re-elected for another year.

• MR. GEORGE T. CROMWELL has been elected a member of the board of education of Anne Arundel County, Maryland.

• SUPT. E. R. VAN KLEECK, of Walden, N. Y., is spending the current school year in graduate study at Yale University. Mr. Van Kleeck, who was granted a leave of absence from his Walden duties, holds an instructorship in the Department of Education of the Yale Graduate School.

• SUPT. P. F. GAISER, of Vancouver, Wash., has been re-elected for a three-year term.

• SUPT. J. F. REEVES, of Fort Stockton, Tex., has been re-elected for a fifth consecutive term.

MR. GRAY PASSES ON

Mr. F. W. Gray, representative of the Teaching Films Division of the Eastman Kodak Company, died on January 31, at the White Cross Hospital, Columbus, Ohio, where he had undergone a very minor operation. Death was due to an embolism, and when the blood clot reached the heart he died instantly.

Mr. Gray was widely known among educators in Ohio, Michigan, and Indiana. For fifteen years he represented Allyn & Bacon in Ohio, and for eight years he had charge of the fieldwork in schools and colleges for G. & C. Merriam Company.

He was widely esteemed for his keen understanding of educational problems and for his very helpful attitude in educational problems.

The funeral services were held in Columbus, and burial took place at Adrian, Mich., Mr. Gray's boyhood home.

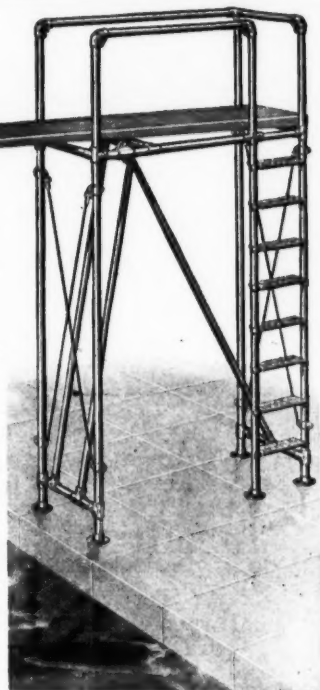
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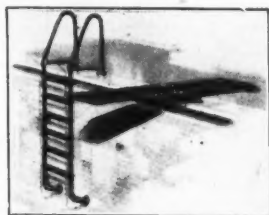
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LETTERS TO A NEW COUNTY SUPERINTENDENT OF SCHOOLS

(Continued from Page 30)

Office Open

With the increasing duties of a county superintendent made by legislative enactment, the county superintendent's office in such county should be open each day in the week.

Approve Teacher's Contracts

The law relating to the employment of teachers requires that boards of directors in second- and third-class districts shall make written contracts with their teachers, and that those contracts must be duly approved and registered by the county superintendent.

Important points to be determined in approving teacher's contracts are:

a) Whether or not the certificate held by the teacher is the kind required for the class of school in which she is to be employed.

b) If her certificate is valid and in force for the full length of the school term for which she is contracted.

Law Enforcement

You are charged with the responsibility of law enforcement. It is your duty to enforce all the provisions of the common school laws, through your teachers, supervisors, and school officers. The superintendent of public instruction relies upon each county superintendent as its official agent.

A. As official agent for superintendent of public instruction:

1. The law directs each county superintendent to carry out and enforce the instruction and decisions of the superintendent of public instruction.

B. As official agent for state board of education:

1. The law directs the county superintendent to act as official agent for the state board of education:

a) In enforcing the state course of study.

b) In making supplementary courses of study to state course of study.

c) In enforcing rules and regulations adopted by state board of education.

May I urge that you read your school code daily and diligently.

Compulsory Education

C. To enforce the provisions of the compulsory attendance law and appoint attendance officers.

Defective Youth

D. To report all defective youths in their counties.

E. To enforce the provisions of compulsory attendance laws with regard to defectives, requiring them to be cared for and educated in the state custodial school, private institutions, or in their homes.

Building Plans

F. To approve building plans in school districts of the third class and enforce the provisions and penalties of the law requiring boards of directors of such districts to secure such approval.

Clerical

No less important are the duties of the county superintendents which may be classified under the head of "clerical." A careful attention to these duties is essential to the efficient and economical administration and supervision of the common schools of their respective counties.

A. The law directs each county superintendent to distribute the reports, laws, forms, circulars, and instructions received from the superintendent of public instruction for the use of the schools and the teachers.

B. To keep on file and preserve biennial reports of the superintendent of public instruction.

C. Keep in well-bound books records of his official acts.

D. Preserve carefully all reports of school officers and teachers.

E. Keep official record of teachers' contracts.

F. Keep correct transcripts of school district boundaries.

G. Furnish registers and record books to all districts upon requisition.

H. Turn over to county treasurer moneys re-

ceived from sale of registers and record books, a copy of this record to be sent to the superintendent of public instruction.

I. Check and approve school district budgets in districts of the second and third classes.

J. Compute and endorse on the budget estimates the amounts required for interest, sinking-fund debt or bond redemption, and non-high-school district taxes.

K. To report to the superintendent of public instruction the names of eighth-grade graduates of their respective counties, with the grades or standings secured by them in passing the eighth-grade examinations.

The time has passed when any county superintendent can fulfill his official duties properly and adequately without expert clerical and stenographic help. The keeping of public records is too important a duty to be neglected or to be attempted with little or no adequate help.

Statistics

Other important duties of county superintendents may be classified under the head of compiling and keeping of statistical records relating to the public schools of their respective counties.

These records constitute the basis upon which more than thirty millions of school funds are expended, and furnish to the superintendent of public instruction the statistical and other information included in the State Superintendent's Biennial Report to the Legislature, as required by statute.

A general enumeration of these duties are:

1. To apportion school funds.

2. To inspect and check teachers' registers.

3. To make an annual report to the superintendent of public instruction, which shall contain abstracts of school officers' reports and such other information as the superintendent of public instruction shall direct.

4. To inspect and examine annually the accounts and records of districts of the first class and make written reports to county commissioners regarding the same, with any additional facts which may be required.

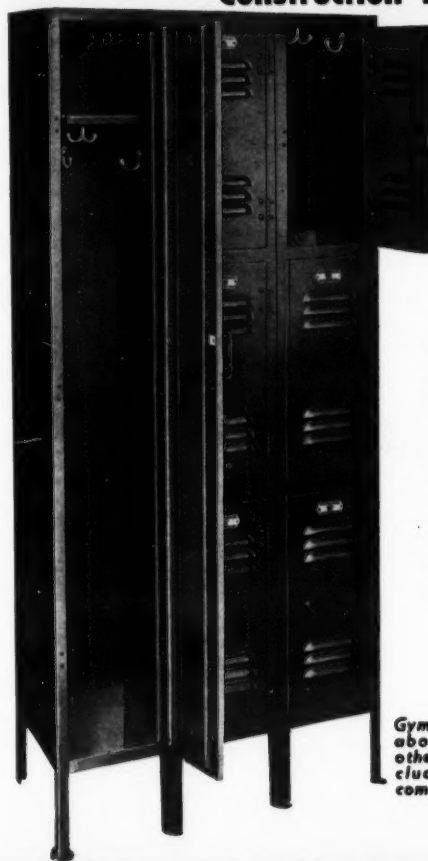
Your awareness of your field may be paralleled by another new county superin-

Construction That **KEEPS UPKEEP DOWN**

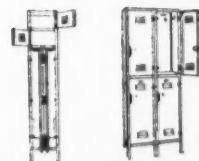
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tendent who knocked at my door one day and sat beside me at my desk for an hour or more. This county superintendent was seeking help and counsel as an administrator of a county system of schools; an adviser of a county-wide constituency; an inspector of school buildings and capital outlay; a judicial officer with power to act. Since you are asking me, I have picked another leader of county administration of schools but with a different background than yours; a city life and city schools background with successful legislative lobbying experience to give the vision of a country life as well as a city and its school needs.

When time permits, I shall take up other points in your stimulating letter.

Cordially,

A ONE-TIME COUNTY SUPERINTENDENT
OF SCHOOLS.

THE RIGHT OF DISMISSED TEN- URE TEACHERS TO APPEAL TO THE COURTS

(Continued from Page 44)

that a teacher who has been dismissed by a board of education and who according to the statute, may and does, appeal to a county superintendent who upholds the dismissal, may not be reinstated by mandamus.¹⁸ If, however, the higher authority reverses the action of the board of education, and the board refuses to return the teacher to her position an action in mandamus will lie.¹⁹

How Soon Must the Teacher Start Suit?

In some cases where teachers, under the protection of a tenure law, have been dismissed and have brought suit for reinstatement, the defense has pleaded *laches* and the courts have been called upon to decide whether or not the teacher has "slept on her rights" and has permitted too much time to elapse between the arising of the cause

¹⁸Taylor v. Marshall, 12 Cal. App. 549, 107 Pac. 1012.

¹⁹Thompson v. Board of Education, 57 N.J.L. 628, 31 Atl. 168.

of action and the bringing of the suit.²⁰ In one such case the court, quoting from *Corpus Juris*, has stated the general rule to be followed in such cases as follows:²¹

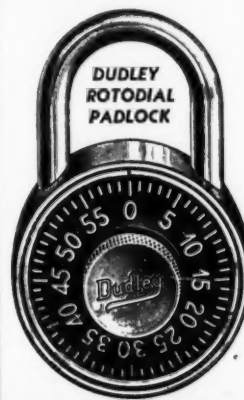
"... the question of laches is addressed to the sound discretion of the chancellor. . . . In determining whether there has been laches, there are various things to be considered, notably, the duration of the delay in asserting the claim, and the sufficiency of the excuse offered in extenuation of the delay, whether plaintiff acquiesced in the assertion or operation of the corresponding adverse claim, the character of the evidence by which plaintiff's right is sought to be established, whether during the delay the evidence of the matters in dispute has been lost or become obscured, or the conditions have so changed as to render the enforcement of the right inequitable, etc. (21 Corpus Juris, 217)."

As stated, mere lapse of time is not sufficient. There must have been some changed conditions from which injury would result to the defendants or from which injury must necessarily be presumed. These elements are wanting in the case at bar. The appellants, as the trustees of the Tracy school district, in the month of May, 1927, employed another person to teach in the place and stead of the petitioner, before writing and sending to the petitioner the letter dated June 9, 1927, notifying the petitioner that her services had been dispensed with. In other words, the board of trustees had taken the act voluntarily, which might be urged as the prejudice suffered by them, before notifying the petitioner of her discharge. Had the employment of another teacher taken place after the dismissal of the petitioner and during the period of time that lapsed before she made demand for her position on July 7, 1927, or before she made her formal demand in writing under date of March 2, 1928, then and in that case it would present a matter of defense for the trial court to consider. . . .

Some tenure laws may, in granting to teachers the right to appeal to the courts from decisions of school officials, such as school boards, county superintendents, and the state superintendent, include a time limit in which such appeal must be made. Apparently, no cases have been decided involving the right of teachers to appeal to the courts after the expiration of such time limit. It is possible that

²⁰Anderson v. Scranton et al., (Cal.) 295 Pac. 544; La Shells v. Hench et al., 98 Cal. App. 6, 276 Pac. 377.

²¹La Shells v. Hench et al., 98 Cal. App. 6, 276 Pac. 377.



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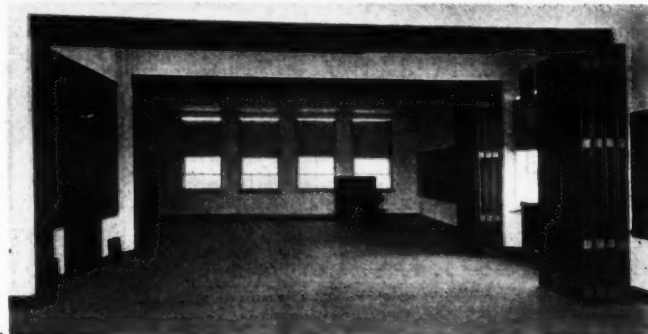
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should such a case ever arise the courts would follow the precedent set in other types of cases and refuse the teacher the right to appeal to the court, unless, by a direct action on the ground of fraud. In an Indiana case²² on appeal from a county superintendent's decision the court said:

It follows that, when the county superintendent, on appeal from the township trustee, had heard the matter and decided that the school petitioned for should be established, and nothing was done toward taking a further appeal within the time allowed for that purpose, his decision was final and conclusive, unless and until overturned by a direct attack on the ground of fraud.

Summary

Some tenure laws specifically state that dismissed permanent teachers may resort to the courts in an attempt to be reinstated. Others are silent on this matter. Where such is the case the courts have generally held that where power has been conferred on an administrative board or officer to remove a teacher for cause, and the procedure for so doing is provided, and this procedure has been followed, the action of such board or officer is not reviewable by the courts, except where such an administrative officer or board has acted in bad faith, fraudulently, or has abused its power. Likewise, the courts have held that where such a board or officer err in interpreting a statute its decision is reviewable by the courts.

Whenever a dismissed permanent teacher brings an action asking the courts to reinstate her, mandamus is the appropriate type of action to bring. This action should be brought within a reasonable time after the cause of action has arisen, if difficulty is to be avoided. The courts will decide whether the action was brought soon enough. In determining whether there has been *laches* the courts will hold that mere lapse of time is not sufficient, and will look to see whether conditions have so changed between the time the cause of action arose and suit was brought as to injure the defendant.

²²Kegerreis, Trustee v. State ex rel., 195 Ind. 589, 146 N.E. 390.

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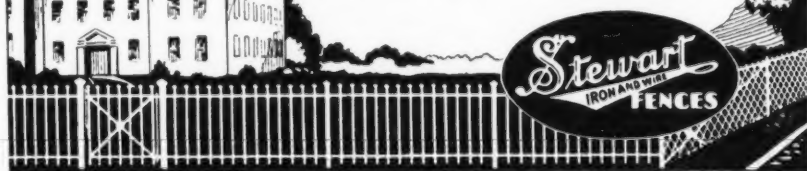
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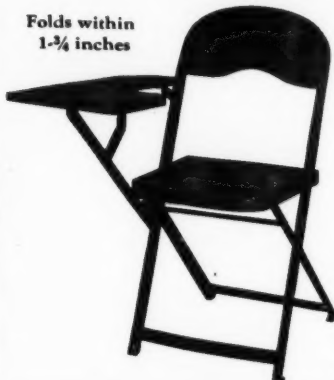
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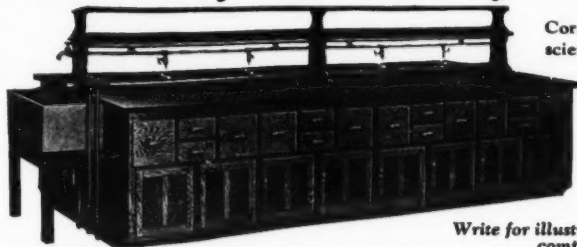
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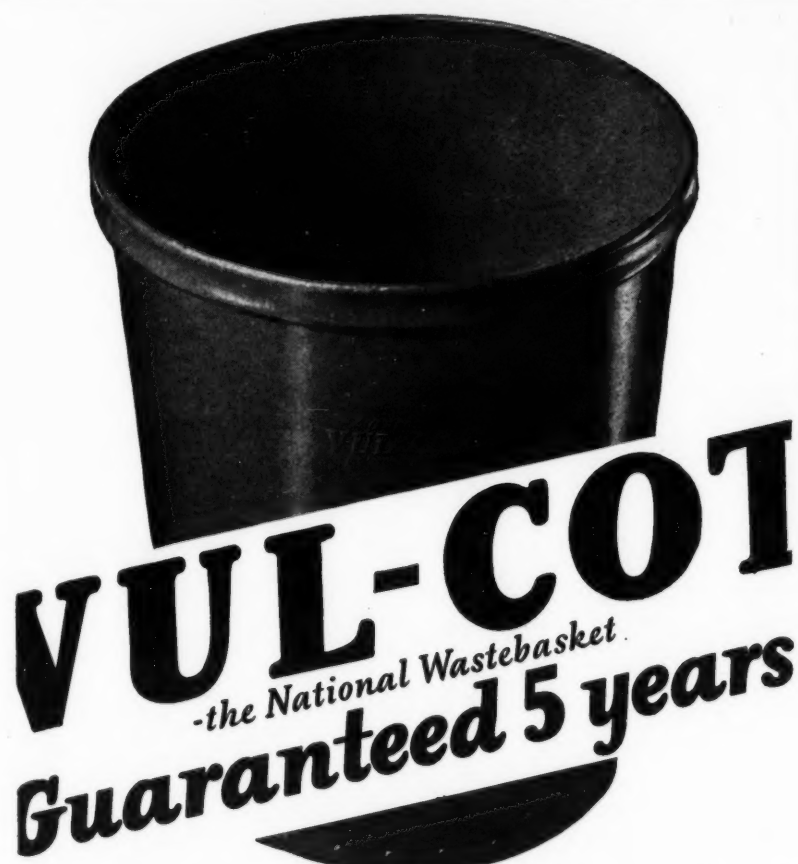
Between these dates, April 18, '34, and October 16, '34, NINE HUNDRED NINETY-SEVEN (997) other schools have ordered our Columbia Movable Desks.

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FINANCE AND TAXATION

♦ Martins Ferry, Ohio. The board of education has received a report from Mr. H. H. Riethmiller, clerk-treasurer, in which he shows that the board closed the year 1934 with a balance of \$20,000 in the treasury. The total income of the board for the past year was \$217,000, an increase of \$35,000 over the 1933 income. Because of the increased income, the board was able to pay off all of its obligations, including nine months of teachers' salaries for 1934, and the last month of 1933, and still have the balance of \$20,000.

♦ The State Liquor Control Commission of Michigan recently turned over to the schools \$1,000,000, representing money derived from liquor and beer revenue. It is expected that another \$1,000,000 will be paid in a short time.

♦ Lockland, Ohio. The board of education has voted to cut its tax rate for 1935 from 12.82 to 10.56 on each \$1,000 of assessed valuation. By applying the \$31,000 balance left from last year and the additional income from the sales and fuel taxes, the board will be able to operate the schools without using the 3-mill or the extra 3-mill levy previously voted by the citizens.

♦ Brookline, Mass. The school board has made further reductions in administrative expenditures, by voting a cut of \$1,295 in its annual budget for 1935. The revised budget of \$920,881 is approximately \$26,800 more than the amount allotted the board for the past year, but is \$6,000 less than the amount estimated to maintain the present per capita cost of the school system based on the actual enrollment.

♦ Manchester, N. H. The board of education has received the annual report of Supt. L. P. Benezet, in which he shows the economical record which the schools have made during the year 1934-35. It is brought out in the report that the per capita cost for high-school students has dropped from \$145.96 in 1924 to \$90.41 for 1934. The cost in the grades has been reduced from \$77.67 in 1924 to \$63.74, and in the kindergarten from \$125.70 to \$34.83.

Mr. Benezet has suggested that the summer schools be resumed, at a cost of \$10,000; that the program of adult education be operated at a cost of \$10,000; and that a program of leisure-time activities be conducted at a cost of \$5,000.

♦ Hartford, Conn. The board of education has recommended to the city council a school appropriation of \$3,093,940 for the school year 1935-36. This sum represents a reduction of \$114,000 below the estimate of 1934-35. No provision was made in the budget for

the adjustment of inequitable salaries, or for a recognition of the annual salary increments in the schedule.

♦ Pittsfield, Mass. The board of education has adopted a budget of \$662,496 for the school year 1935-36. The estimate for the year 1934 was \$664,422. The saving was made by a reduction in the superintendent's salary and a decrease in the number of teachers employed.

♦ Rev. Milton M. McGorrell has been elected chairman of the citizens' committee on school finance, created by the board of education of Grand Rapids, Mich., to solve the financial problems of the board. Mr. McGorrell estimates that a million and a half dollars will be needed to raise the financial level of the schools. Approximately \$900,000 will be needed to place the teachers' salaries on a par with those in other cities of the same size.

♦ Muskegon, Mich. Mr. H. H. Linn, business manager of the board of education, in a recent statement to the Muskegon County Real Estate Board, has declared that a retrenchment program will be needed next year, due to the fact that the school budget will be \$74,000 below the required amount for the 1935 school term. He predicts a deficit in the budget, despite the anticipation of \$25,000,000 in state aid to be distributed by the state, and a 5-mill levy by the county tax commission.

♦ The Montgomery County Board of Education at Rockville, Md., has made application for a PWA loan of \$700,000 for the financing of an extensive school-building program. The program, which is intended to relieve the overcrowding in the junior and senior high schools, includes a junior-high-school building, a high-school gymnasium, additions to two existing buildings, and the development of school sites. The program was prepared following recommendations of Dr. N. L. Engelhardt, of Columbia University, who conducted a survey of the school plant and made recommendations for its improvement.

♦ Fitchburg, Mass. The board of education has started plans for the construction of a \$1,000,000 high school, to be financed in part by a federal loan. The new structure will replace a building burned in December, 1934.

♦ Knoxville, Tenn. Dr. H. E. Christenberry, chairman of the school board, has announced a PWA loan-grant of \$1,500,000 from the public-works relief fund for new school-building projects. The board has prepared a building program covering the building needs of both white and Negro schools.



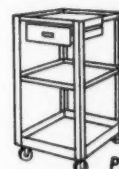
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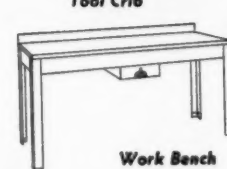
The mechanical drawing lecture room of Dallas Tech High (shown above) offers one of hundreds of examples. Locked cabinets for school material and a locked box for each student eliminate confusion. Let a Lyon representative make suggestions for your school.



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Portable Tool Tray



Work Bench

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SCHOOL EQUIPMENT

LYON METAL PRODUCTS, INCORPORATED, Aurora, Illinois

♦ Cambridge, Mass. Janitors in the public schools were recently reprimanded for their negligence in the sanitary care and heating of school buildings. Dr. James J. Connolly, chairman of the buildings and grounds committee, who ordered all custodians and janitors to appear before his committee, termed the conditions scandalous and a menace to the health of the school children.

♦ The board of education of Beloit, Wis., has voted to postpone the question of the erection of a high school. In November, 1933, the voters approved a bond issue sufficient to obtain a federal loan and grant of \$550,000, but the government attorneys raised a question as to the legal status of the school district, and suggested that a friendly suit be brought in the State Supreme Court to determine whether the legislature had not repealed the charter by the general act of 1927, and whether the special act of 1929 was not unconstitutional.

The Supreme Court held both points against the school board, which dissolved its standing as an independent school district, and placed the schools under the city school plan of Wisconsin, in which all such districts are dependent upon the city council for the approval of budgets and the issuance of bonds for building schools. The city council approved a suggestion to discontinue the project as initiated by the school board.

♦ Wauwatosa, Wis. The city council has authorized a bond issue of \$15,000, which will be combined with a federal grant of \$6,500, for completing the construction of a swimming tank in the Hawthorne Junior High School. The concrete basin for this tank was built at the time the building was erected, but lack of funds prevented its completion.

♦ Tax figures contained in a recent bulletin of the Wisconsin Tax Commission point to the disproportionate share of budget reductions carried by the schools of Wisconsin during the past year and show conclusively that if other departments of government had saved as much as the schools proportionately, the 1934 state expenditures would have been lessened to the extent of more than \$16,000,000, instead of the \$6,500,000 actually saved over 1933.

The tax bulletin showed that taxes for the state and all its subdivisions declined \$6,332,479 during the past year—from \$157,250,068 to \$150,917,589. Of this amount, \$4,524,110 came from the public schools, including the vocational schools. In other words, 71 per cent of the reduction in taxes made by the state and all political subdivisions was made by the schools.

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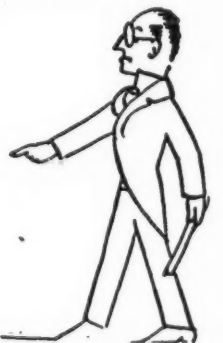
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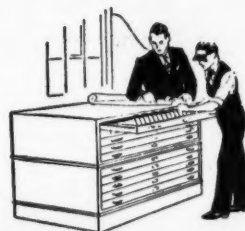
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LYON *Service*
SCHOOL EQUIPMENT

LYON METAL PRODUCTS, INCORPORATED, Aurora, Illinois

EQUIPMENT SPECIFICATIONS FOR HIGH SCHOOLS: THEIR USE AND IMPROVEMENT

(Concluded from Page 24)

- Rails, back: number...., width....in., thickness....in.
Rungs, front: number...., width....in., thickness....in.
Rungs, back: number...., width....in., thickness....in.
Rungs, each side: number...., width....in., thickness....in.
Corner braces:
number...., material...., width....in.
thickness....in., number screws each...., size of screws, other reinforcement....
Joints, mortise and tenon:
place used...., length....in., width....in., thickness....in.
place used...., length....in., width....in., thickness....in.
place used...., length....in., width....in., thickness....in.
place used...., length....in., width....in., thickness....in.
Joints, dowel:
place used...., material...., number to joint...., diameter....in., length....in.
place used...., material...., number to joint...., diameter....in., length....in.
place used...., material...., number to joint...., diameter....in., length....in.
Glue:
brand...., kind....

A SOUND EDUCATIONAL ORGANIZATION FOR STATES OF SMALL POPULATION

(Concluded from Page 14)

be used to improve the local educational system in specified ways definitely requested by the local board upon recommendation of the local superintendent. The money might be spent for experimentation under direction of the state director of research, or for progressive advancement in other ways. Definite reports should be made as to how it was spent, which should be included in the annual report of the state commissioner. A large degree of local initiative

should always be retained by local superintendents and teaching staffs, to adapt instruction most fully to local community and individual pupil needs.

TYPES OF SCHOOL ADMINISTRATION IN THE MIDDLE ATLANTIC STATES

(Concluded from Page 21)

Sidney B. Hall, superintendent of public instruction, states in a letter to the writer that, "The state department of education headed by the superintendent of public instruction and a professional staff represents the state's angle of supervision. In the department there is a division of instruction in which all elementary and secondary education is housed. This division deals directly with the local school authorities over which presides a division superintendent with principals, supervisors, and teachers carrying on the instructional phases of the work. We have approximately 85 rural elementary supervisors who look after the instruction in the elementary grades and in addition we have about five hundred high-school principals who attend to the administration and supervision of the high-school grades."

In Delaware, Maryland, and Virginia there is complete segregation of white and colored pupils.

ROBERT L. MEHORNAY

(Concluded from Page 23)

ing appointments, promotions, preparation, training, and experience of teachers. The board also assumes responsibility for the schedule of salaries and for other legislative, judiciary, and policy-forming services, taking the stand that the initiative in matters dealing with educational labors of the school system should be assigned to professional educators. The board, however, as a governing body, reserves to itself

the right of veto on recommendations of its professional executives.

To carry out the oft-expressed policies of the board, to direct its activities when in session, and to contact the public, that is, the business world and the school patrons, Mr. Mehornay is well qualified by native ability, training, and experience. The press of the city and the citizens are unanimous in prophesying that he will make an excellent president for the board.

PLANNED TEACHER SELECTION

(Concluded from Page 32)

weakness. (a) It considers all college credits equal grade to have equal value. This is not always correct, but it is the best means available at this time to consider this type of qualification. College credits in the scheme do not overbalance the other parts of the scale. (b) The plan does not consider the practice teaching mark for inexperienced teachers. (c) The plan does not consider and give applicant credit for extracurricular activities.

The plan has many points of specific value which deserve to be considered in developing local plans.

TEACHERS AND ADMINISTRATION

♦ Mr. Grover C. Hooker, director of teacher training for the state emergency education program in California, has approved the appointment of Dr. J. M. Nason and Dr. E. E. Walker as assistant directors, in charge of the formulation of a program of adult education and the development of procedures and techniques in the teaching of adults. In addition, eight emergency education supervisors, representing various special fields of work, have been appointed on the staff of the teacher-training program of the state emergency education department.

♦ New York, N. Y. The board of education in appointing 1,768 young men and women to teaching positions in the city schools, has made a demand on the city board of estimate for an appropriation of \$1,800,000 to pay their salaries. The appointments were made to carry out an order of Commissioner of Education Frank Graves prohibiting the continued employment of substitutes in regular teaching vacancies. Appointment of 210 license No. 1 holders to the teaching staff will be made in April or September.

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A TEACHER'S APPRECIATION OF THE NEW STEINMETZ HIGH SCHOOL

(Continued from Page 35)

Any discussion of things to be appreciated should include the beautiful "civics room" with its fireplace and paneled walls and its kitchen for parties; the home-economics room with an arrangement which simulates the small apartment kitchen; and even the hair-drying room just off the pool, for the convenience of the girls.

The building is beautiful, inside and out. Commanding, as it does, from an eminence that

was once the shore of Lake Michigan, its ten-acre athletic field; the first impression is one of stateliness. Inside, the effect of dignified beauty is continued by the stately pillars of the foyer, the bright parquet floors of the corridors, the oak paneling and ornamental plaster of the auditorium and civics room, the quiet restfulness of the glazed gray brick lining the halls, and the cool, delightful quiet of the library from whose windows one looks over a sea of roofs to the towers in Chicago's loop, twelve miles away.

No student can fail to be impressed. Visitors have commented upon the good citizenship of

the student body which so obviously has its foundation in the beauty of the surroundings. A visit to this school will convince the doubting that beautiful and convenient surroundings do facilitate efficient learning and that dollars invested in beauty bring ample returns in the lives of the students.

CONSTRUCTION AND COST DATA

Steinmetz High School—John C. Christensen, Inc., Architects, River Forest, Illinois.
Date construction started—October, 1930.
Date building occupied—September 17, 1934.
Working days required—Building operations stopped for more than two years. Resumed under government grant.
Dimensions—Site, 600 by 1,115 feet.
Principal frontage—600 feet.

Rooms in Building—A Senior High School
Classrooms—25.
Commercial department—10.
Number of laboratory rooms—8.
Library reading room—1.
Librarian's workroom—1.
Study rooms—5.
Commercial art—2.
Fine arts—3.
Public speaking—civics room.
Music room—2 (band and orchestra).
Offices—4.
Book storage—1.
Matron—1.
Girls' restrooms—2.
Teachers—3 restrooms, 4 workrooms.
R.O.T.C.—4 shops, 2 household economics.

Size of Larger Rooms
Auditorium—85 by 138 feet, including stage. Seating capacity 1,740.
Gymnasium—80 by 180 feet.
Swimming pool—24 by 60 feet.

Design and Construction Materials
Exterior design—Adaptation of English Gothic.
Exterior facing—Face brick.
Exterior trim—Bedford stone.
Construction material—Steel tile and concrete.
Corridor and stair finish—Glazed brick.
Classroom finish—Plaster.
Auditorium finish—Plaster.
Gymnasium finish—Glazed brick.
Finish of toilet rooms—Glazed brick, tile floor.

Mechanical Equipment
Type of heating and ventilation—Plenum.
Temperature control—National Regulator.

Cost and Pupil Capacity
Pupil capacity of building—2,830.
Number of pupil stations—2,744.
Cost of building—\$2,350,000.
Cost of equipment—\$122,000.
Total cost—\$2,472,000.
Cost per cubic foot—38 cents.
Cost per pupil—\$830.
Total cost per pupil—\$873.

SCHOOL-BOND SALES

During the month of January, 1935, the school bonds issued throughout the United States amounted to \$3,840,197. The State of Illinois authorized the issuance of \$20,000,000 worth of deficiency tax warrants. Refunding bonds in the amount of \$2,970,130 were issued in 48 states.

SCHOOL-BUILDING CONSTRUCTION IN JANUARY

For the month of January, 1935, Dodge reports contracts let for 192 educational buildings. These include 704,800 sq. ft. of floor area and will be erected at a total contract cost of \$3,719,800.

In 11 states west of the Rockies, not included in the Dodge reports, 20 contracts for new school buildings were let during the month of January. The total value was \$1,588,721. Three new projects not ready for contracts, were reported, to cost \$383,600.

SCHOOL-BUILDING CONSTRUCTION

According to the Dodge reports, a total of 3,450 school buildings were put under contract during 1934 in 37 states east of the Rocky Mountains. These buildings contain 17,863,600 sq. ft. and cost \$101,239,800. This building activity represents a considerable increase over 1933, when 2,197 buildings were put under contract, at a total cost of \$34,511,300.

During the year 1934, Dodge reported the erection of 214 gymnasiums in connection with educational institutions, costing \$5,183,700, and 281 school and college libraries and laboratories, costing \$11,079,700. The total building activity under the head of educational buildings involved contracts for 3,945 buildings, at a total cost of \$117,503,200.

THE N.E.A. TO MEET IN DENVER

The summer meeting of the National Education Association will be held during the week of July 5, in Denver, Colorado.

♦ Longview, Texas. The administrative department of the public schools has begun work on the revision of the school curriculum. The new curriculum is to be in use during the next five years. The committee in charge of the program holds regular meetings and considerable enthusiasm has been manifested in the work.

EARSHOT extends its range



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Mother and father hear every word—no matter how far back the back row may be! For Public Address equipment amplifies and delivers every syllable clearly.

Western Electric apparatus reproduces sound so clearly because it is built on Wide Range Sound principles—like speech input and amplifying equipment used in talking picture and broadcasting studios. The loud speakers are similar to those in the finest talking picture theatres.

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After the Meeting

So Now We Know

Teacher: "Why is our language called the mother tongue?"

Scholar: "Because father never gets a chance to use it!"

During a history lesson the teacher pointed out to the class that a surname often indicated the trade of the ancestors of those who bore the name. He gave the obviously simple examples of Smith, Taylor, Baker, and others.

Then he questioned one of the boys: "What were your ancestors, Webb?"

"Spiders, sir!"

So Unfair

Dad: "Well, Jimmy, how did you get along in your examinations?"

Jim: "Just fine, Dad, except in history. Every question they asked me was about something that happened before I was born."

He Had Older Sisters

Teacher: "Now, Robert, can you tell me what human nature is?"

Robert: "Yes, ma'am. It's people 'fore they go into society."

A Genuine Educator

"What am dis edication, Andy, dat ebrybody am talkin' about?"

"Ah can't 'splain dat to you, Amos."

"Wherefo you-all can't 'splain it to me?"

"'Cause if you had edication in yo' head you wouldn't ask dat question, and if you haven't edication in yo' head, how you-all gwine to understan' mah esplication?"

Dull

Professor (in the middle of a joke): "Have I ever told the class this one before?"

Class (in chorus): "Yes."

Professor (proceeding): "Good, you will probably understand it this time."

Maybe He Rides Them

Teacher: "Are there any more questions you would like to ask about whales?"

Small Girl: "Teacher, what has the prince got to do with them?"

Bright

Jack's homework was unusually well done.

"Who helped you with your arithmetic, Jack?" asked the teacher.

"Father did, miss," was the reply.

"Did he do all of it?" was the next query.

"No, miss," said Jack. "I helped him a little."

Teacher: "Why is George Washington called, 'First in war and first in peace'?"

Pupil: "I dunno, unless it's to make him solid with both the preparedists and the pacifists."—Scholastic.

His Ambition

"Johnny," said the teacher, reprovingly, "you misspelled most of the words in your composition."

"Yes'm," explained Johnny; "I'm going to be a dialect writer."

Shrewd

Teacher: "Who discovered America, Robert?"

Robert: "Ohio."

Teacher: "No; Columbus did."

Robert: "Yes'm. Columbus was his first name."—Pathfinder.



A Lesson in Geography

Geography Examiner: "Have you finished making up your map?"

Modern Girl Student: "No; I can't find my compact."

Buyers' News

School and College Cleaning. Cleaning is the outstanding problem in the daily operation and maintenance of school buildings. School officials will find a practical solution to most of their school cleaning problems in the informative book just issued by The J. B. Ford Company, Wyandotte, Michigan, under the title "School and College Cleaning." Every phase of school cleaning is completely and efficiently covered in this 64-page book. Detailed instructions are given for the cleaning of every kind of surface and the various kinds of material and equipment used in schools. As a source of information on cleaning and cleaning materials, this book will be invaluable to officials in charge of school building operation and maintenance. Copies will be sent on request by The J. B. Ford Company, Wyandotte, Michigan.

TRADE NEWS

New Eastman House Organ. The Eastman Kodak Company, Rochester, N. Y., has announced the establishment of its new house organ, *The Classroom Film*, which is being published as a means of promoting the well-known Eastman motion picture teaching films.

The paper is devoted to the technique of teaching with the motion picture teaching films. The last page contains brief synopses of a few subjects chosen from the list of Eastman classroom films. *The Classroom Film* will be issued periodically throughout the school year and will be sent gratis to any superintendent, visual supervisor, principal, or teacher requesting it.

DeVry Summer School. Herman A. DeVry, Inc., 1111 Center Market, Chicago, Ill., has announced the fifth session of its summer school on visual education, to be held from June 24 to 28, inclusive, at the Francis W. Parker School, Chicago, Ill.

The purpose of the school is to acquaint teachers and supervisors in city schools with the methods and machines used in visual-education work, and to offer technical instruction on the use of motion pictures and sound-on-film equipment.

Five types of work will be studied: (1) industrial-educational films, (2) methods of visual education, (3) experiences in the use of films, (4) technical instruction on use of sound-on-film equipment, (5) tour of Chicago's art and science exhibits.

The Stewart Metal Folding Chair, illustrated below, incorporates a half century of designing and manufacturing experience. Made of specially formed steel channels and having but three moving parts, this new folding chair offers a practical solution to the portable seating problem.

The manufacturer in designing this chair has taken into consideration the many features which are essen-



THE NEW STEWART ALL-METAL CHAIR

tial for school service. Special designing has made it possible to guarantee safety through the elimination of exposed hinges and sharp projections and at the same time not sacrificing durability, comfort, or quietness in operation.

The New Stewart Metal Folding Chairs can be grouped in sections of two, three, or any number desired, by the use of a special device which the manufacturer has developed and which is attached to the underside of the chair. This method makes the entire assembled section easy to handle and the chairs can be folded without disengaging.

The Stewart Iron Works of Cincinnati, Ohio, will send to any interested school executive an illustrated four-page folder describing the features of the chair as well as the color and upholstery combinations available.

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NEW TRADE PRODUCTS

Wallace Portable Woodworking Machines. The J. D. Wallace Company, Chicago, Ill., has issued its new supplement to Catalog No. 407, containing descriptions and illustrations of the Wallace portable wood-working machines, for use in small as well as large school shops.

The catalog lists the Wallace jointers, lathe tools, shapers, universal saws, and band saws. These machines are well designed, durable in construction, portable, accurate in operation, and capable of higher speeds for improved quality of work and reduced costs.

Complete information will be sent to any school official upon request.

New Booklet on Stainless Steel. The Republic Steel Corporation, of Massillon, Ohio, has issued a technical booklet, giving authentic data on the properties, advantages, and uses of Enduro stainless steel.

The booklet includes a table showing the degree of corrosion-resistance exerted by Enduro steel in contact with chemicals, foods, beverages, gases, and other reagents.

A copy of the booklet will be sent to any school official, or architect, upon request.

Bethlehem Light Sections for Floors and Other Uses. The Bethlehem Steel Company, Bethlehem, Pa., has issued a technical bulletin, describing and illustrating its light beams, columns, joists, and stanchions for floors and roofs of buildings.

The Bethlehem light-steel sections are intended to supplement the series of wide-flanged structural shapes manufactured by the firm. These sections lend themselves particularly to the economical construction of buildings where the loads are light, and are designed in sufficient thickness to make them suitable for use in first-class construction, and within the requirements of building laws in large cities. The firm manufactures many different designs for use in steel-concrete floor construction.

The Bethlehem light sections will be of interest to architects and school authorities, since a great amount of time can be saved by proceeding with all the steel work at one time. A copy of the bulletin will be sent to any school official, or architect, upon request.

New Types of Kewanee Steel Boilers. The Kewanee Boiler Corporation, Kewanee, Ill., has issued a seven-page circular, describing its new line of steel

boilers, including small jacketed and round boilers for oil-burning purposes.

The new Kewanee boilers are intended for smaller buildings and are self-contained within newly designed jackets. They have the advantages of dependability, high efficiency, rugged strength, and accessibility for cleaning. Purchasers of these boilers are permitted the choice of completely enclosed, or individual assemblies, of round boilers with any good burner.

Complete information is available upon request.

New Porter-Cable Belt Sander. The Porter-Cable Machine Company, Syracuse, N. Y., has issued a two-page technical bulletin, describing and illustrating its new type-B-12 belt sander and grinder.

This new belt sander, which is adapted for bench use, with or without motor, has a grinding bed 6 by 10 in. in size, an abrasive belt, a belt-driving pulley, an idler pulley, and motors of $\frac{1}{2}$ h.p. or $\frac{3}{4}$ h.p., as desired.



THE NEW PORTER-CABLE SANDER

The sander is an inexpensive machine, built for sanding or grinding flat surfaces on wood, metal, composition, marble, slate, or stone. It is helpful for use in grinding off burrs, in smoothing off rough stampings, and in knocking down weld spots and other small-parts grinding operations. It has numerous advantages in connection with grinding jobs on large machines or on the grinding wheel. Its low cost and small space are other advantages.

Complete information is available upon request.

The Nesbitt Syncretizers. The John J. Nesbitt Company, Holmesburg, Philadelphia, Pa., has just published a new bulletin of engineering data on the Nesbitt Syncretizer Series 400, which is the latest word in unit ventilators for school use. The new Nesbitt Syncretizer has been developed in three types in order to meet every possible legal requirement for schoolroom ventilation. The machines are so built that each type may be changed into any other type by making a minor adjustment.

The Nesbitt Syncretizer Type F is arranged with a cycle of control so that outdoor air can be entirely shut off and the ventilator will handle only indoor air in recirculation. This arrangement is particularly effective during the heating-up period in the morning and during extremely cold weather. The machine is adjusted so that when the room temperature is within 3 degrees below the desired warmth, the thermostat opens the damper and introduces a constant volume of outdoor air. Recirculation does not occur during the period of room occupancy. This machine meets the most stringent state regulations for fresh-air ventilation.

The Nesbitt Syncretizer Type A is arranged to recirculate indoor air during the heating-up period. When the temperature rises to a point 3 degrees below the desired warmth, the thermostat causes the damper to introduce a fixed minimum of outdoor air. The machine thus delivers a mixture of outdoor and of recirculated air. Only when it is desired to use the ventilator for cooling the room is the outdoor-air supply increased beyond the minimum and the amount of recirculated air correspondingly reduced.

The Nesbitt Syncretizer Type O is similar to Type A, except that the fresh-air damper is so controlled that there occurs a mixture of recirculated air, and outdoor air is automatically kept at a minimum temperature of 60 degrees before it reaches the radiator located in the top of the unit. This arrangement cuts down the outdoor air when the weather is extremely cold, and increases it as the outdoor temperature approaches 60 degrees. The radiator operates only when it is necessary to heat the air stream above 60 degrees to maintain the desired temperature at the room thermostat.

The new bulletin can be obtained from John J. Nesbitt, Inc., at Holmesburg, Philadelphia, Pa., or from The Buckeye Blower Company, Columbus, Ohio.

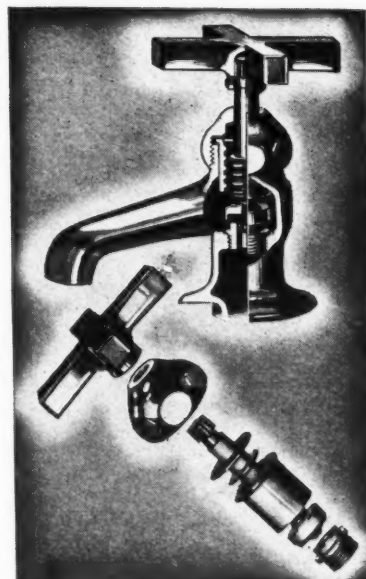
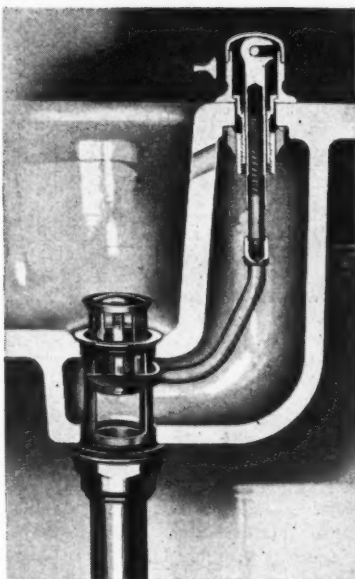
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Write Armstrong Cork Products Co., Floor Division, 1212 State St., Lancaster, Pa.

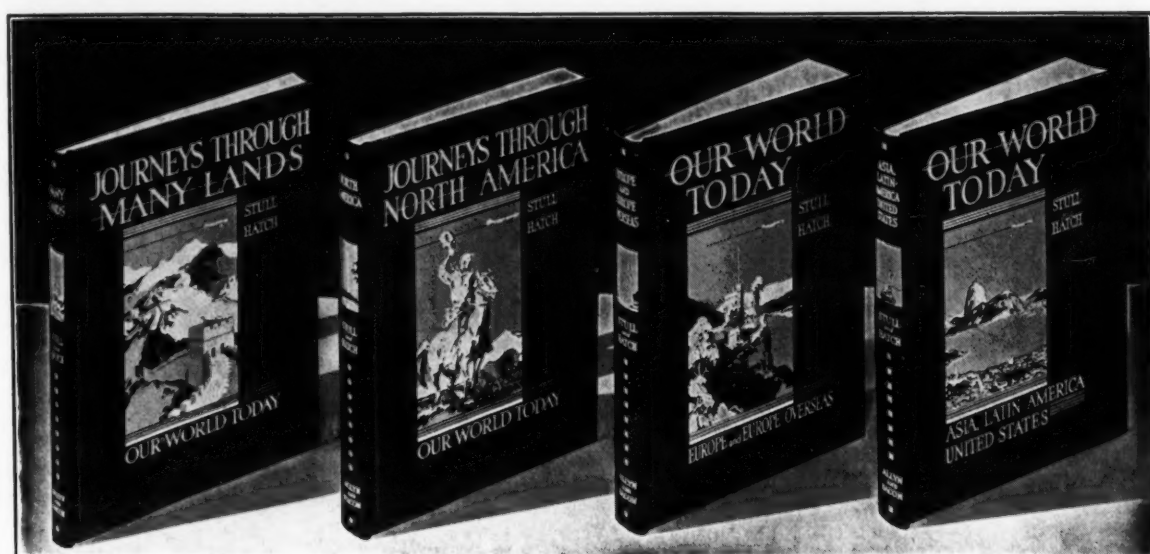


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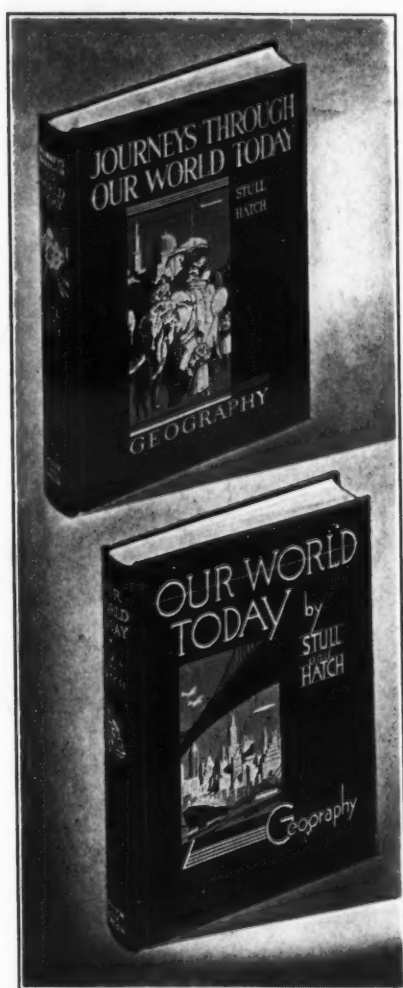
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